

O`ZBEKISTON RESPUBLIKASI OLIY TA`LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

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Grammar and Vocabulary Course Book

Ta`lim yo`nalishi: 60111900 – Xorijiy til va adabiyot (ingliz tili)

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PREFACE

This "Grammar and Vocabulary Coursebook" is intended for first-year students in the English Foreign Language and Literature program at Uzbekistan State World Languages University (specialty code 60111900). The coursebook is in line with Uzbekistan's educational reforms, focusing on the language skills needed for academic and professional achievement. It adheres to the guidelines set forth in presidential decrees on education, helping to create a globally competitive generation of graduates. The book's structure is designed to improve students' grammar and vocabulary through 25 detailed lessons. These lessons cover various vocabulary themes, such as education (school and university terms), art (theater and cinema), and law, among others. The combination of vocabulary and grammar exercises allows students to analyze texts and cultivate comprehensive language abilities. A core element of this textbook is its sequential design; each lesson builds on the previous one, leading students from basic concepts to more advanced exercises. This textbook provides a thorough and complete introduction to English grammar and vocabulary. It's created for students striving for a deep understanding of English linguistic structures and vocabulary crucial for high-level language skills. The book uses a variety of teaching methods, including direct instruction, guided practice, and independent study opportunities. Each unit contains a thorough review section and assessments to reinforce learning and monitor progress. The coursebook utilizes a flipped classroom approach, encouraging students to study the theoretical material before class. Each lesson incorporates individual and group activities to promote teamwork and peer feedback. A mix of reflective exercises, peer reviews, and self-assessments supports ongoing development and critical thinking skills. With its integrated strategy, this coursebook provides students with the necessary skills for success in academic and professional settings.

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Contents:

Vocabulary Units

1. Education: a set of words associated with school and university life	5
2. Education: studying process	12
3. Education: studying abroad, vacations.....	17
4. Art: theatre and cinema	23
5. Art: museums and galleries	29
6. Art: music.....	34
7. Sport: game rules and equipment.....	39
8. Leisure and sport: Travelling.....	42
9. Social issues: crime, law and punishment	46
10. Project work.....	53
11. Social issues: media	55
12. Project work.....	61
13. social issues: computers and technology	62
14.	70

Grammar Units

1. Present tenses	77
2. Past tenses.....	83
3. Future tenses	89
4. Conditionals 1 and 2	96
Revision	104
5. Passive Voice 1.....	110
6. Passive Voice 2.....	114
7. Non-finite forms of verb (gerund, infinitive, participle).....	119
8. Non-finite forms of verb (gerund, infinitive, participle)2.....	122
9. Relative clauses 1.....	126
10. Revision.....	130
Answer key	134

A

University studies

In Uzbekistan, university education begins with undergraduate studies, typically leading to a **bachelor’s degree** (a initial degree at higher education). Students take various course **modules** (parts of the university course), accumulating a set number of **credits** annually. A typical example involves two 30-credit modules in a year, totaling 240 credits. Upon completing their bachelor’s degree, these students are known as **graduates** (completed their bachelor’s degree), after defencing their **dissertation** successfully Those wishing to further their education can **pursue** postgraduate studies, starting with a **master’s degree** and potentially culminating in a **PhD** (doctor of philosophy), the highest academic degree. Postgraduate work requires specialization and often involves **research**, culminating in a dissertation for a master’s or a **thesis** for a PhD.

B

Idioms related to education

A list of idiom s	
-------------------	--

Learn the ropes	To learn how to do a job or activity. Like a sailor learning how to use the ropes on a ship, it means understanding the basics and how things work. Example: "It's my first week at the new job, so I'm still learning the ropes."
Back to the drawing board	To start planning something again because the first plan failed. Example: "Our project didn't get approved, so it's back to the drawing board."
Hit the books	To study hard. It means to spend a lot of time reading and learning, usually for a test or exam. Example: "I have a big exam next week, so I need to hit the books."
Ace the exam	To do very well on a test, to get a very high score. Example: "I studied really hard, and I think I aced the exam!"

C

School studies

Pre-school Education: This stage is optional and caters to children aged 3-6. It focuses on early development and preparing children for primary school through play-based learning and basic skills development. Kindergartens are common in urban areas, while rural areas may have fewer options. **Primary Education:** Compulsory education begins at age 7 and lasts for 4 years (grades 1-4). **The curriculum** covers core subjects like Uzbek language, mathematics, science, and art. **Secondary Education:** This level lasts for 5 years (grades 5-9) and builds upon the foundation laid in primary school. Students continue studying **core subjects** with the addition of foreign languages (often English or Russian), history, and social studies. Upon completion, students receive a basic **secondary education diploma**.

D

Places, and types of classes



a university campus



a tutorial



a lecture theatre

1 What we call..... ?

1. A first degree at a university is called a*bachelor's degree*.....
2. The lower level of postgraduate degree is a.....
3. The highest university degree is a
4. A person studying for their first degree is an undergraduate.....
5. A person who has completed their first degree is a
6. A person studying for a master's or PhD is a

2 Fill in the blanks with the provided words to create a coherent paragraph about a university experience.

curriculum, professor, lectures, tutorial, Postgraduate/Master's, scholarship, Examination/Exam, dissertation

"My university experience was quite challenging. The _____ (1) was very demanding, requiring a lot of independent study. While the _____ (2) were informative, I found the _____ (3) sessions particularly helpful as they allowed for more individual attention. I was grateful to receive a _____ (4) which significantly reduced my financial burden. My main focus was on completing my _____ (5) – a challenging research project on the impact of social media. The final _____ (6) was nerve-wracking, but I managed to pass. My goal now is to pursue a _____ (7) degree. I'm hoping to work with _____ (8) Smith, a leading expert in my field."

3 There are provided with a list of idioms related to education (e.g., learn the ropes, back to the drawing board, hit the books, ace the exam), explain the meaning of each idiom in your own words and create original sentences using each idiom correctly, then discuss the difference between the literal and figurative meanings of each idiom.

EXERCISES

idioms	spaces to write
learn the ropes	
back to the drawing board	
hit the books	
ace the exam	

4 Discuss the following questions in a small group

1. What is the purpose of education? Is it solely for career preparation, personal growth, or societal benefit? What should be the primary focus?
2. How has technology changed education, and what are the potential benefits and drawbacks of these changes?
3. What are the biggest challenges facing education systems today, and what potential solutions can you propose?
4. What is the role of creativity and innovation in education, and how can we foster these skills in students?
5. How important are extracurricular activities in a student's overall development?
6. Should standardized testing be the primary measure of student success? What are the alternatives?

5 Read the following statements and determine whether they are true or false according to the text. If false, correct the statement.

Example: Pre-school education is compulsory in Uzbekistan. (Answer: False. Pre-school education is optional.)

1. Compulsory education begins at age 6.
2. Primary education covers subjects like science and art.
3. Secondary education lasts for 9 years.
4. Foreign languages are introduced in primary school.
5. All children in rural areas have access to kindergartens.

Homework

There is given a text about the Education systems of The UK and Uzbekistan, read the passage, then make a list of similarities and differences.

In Uzbekistan, university hopefuls begin by applying through a centralized system, often after completing specialized secondary education. **Enrollment** involves selecting a specific field of study, with limited opportunities for **electives** outside the chosen major. Students typically progress through a structured curriculum, working towards a bachelor's, master's, or doctoral degree. The **GPA** system is used to track academic performance, with the **registrar** meticulously maintaining student records. Unfortunately, a small percentage of students become **dropouts** due to various factors, including financial hardship and academic struggles. While **accreditation** is an increasingly important aspect of quality assurance, the focus remains primarily on delivering specialized knowledge within chosen disciplines.

The UK system offers more flexibility. After completing secondary education (A-Levels or equivalent), students apply directly to universities through the UCAS system. They can choose a specific degree program or explore a broader range of subjects, taking advantage of numerous **elective** options. This allows for more interdisciplinary learning and personalized academic journeys. The grading system uses classifications (First Class, Upper Second Class, etc.) to assess performance. Like Uzbekistan, the UK maintains a robust system for managing student records, often overseen by a registrar or student records office. Accreditation plays a significant role in maintaining high standards across UK universities, and institutions are regularly reviewed to ensure quality.

While dropouts exist in the UK system as well, support services are often readily available to help students overcome academic or personal challenges. Furthermore, **alumni** networks are actively cultivated, providing career guidance and networking opportunities for graduates. Finally, students sometimes choose to **audit** courses simply for personal enrichment, without working towards formal credit.

Glossary

Accreditation: Official recognition that an educational institution meets specific standards of quality.

Alumni: Graduates of a particular school or university.

Audit: To attend a course without receiving credit. Dropout: A student who leaves school or university before completing their studies

Elective: A course that students can choose to take, often outside their major field of study.

Enrollment: The process of registering for courses.

GPA (Grade Point Average): A numerical representation of a student's academic performance.

Registrar: An administrative officer responsible for maintaining student records.

A

Studying process

After **enrolling** (To formally register as a student) in the advanced physics course, I immediately checked the **syllabus** (a written description of the course curriculum). Realizing the first exam was weeks away, I **procrastinated** (to delay a task) and barely touched the material. As the deadline loomed, I had to **cram** (To devote a lot of time to studying right before an exam) all night, desperately trying to memorize equations and **analyze** (To look closely at something) complex theories. My poor **time management** (The efficient use of time) meant I had no chance to properly **research** (To look into a subject) the recommended reading, and my frantic note-taking proved almost useless. I knew I should have started earlier, but **procrastination** had won again.

B

Studying related Phrasal Verbs and Idioms

Phrasal Verbs and Idioms	definitions
Brush up on (something)	To review or refresh your knowledge of something
Burn the midnight oil	To study late into the night
Fall behind (with studies)	To fall behind with the coursework
Catch up (on studies)	To get back on track with your studies after falling behind.
Drop out (of school/university)	To leave school or university before finishing your studies.

C

Exam and understanding related Phrasal Verbs and Idioms

1. **Sail through (an exam):** To pass an exam easily. "She sailed through her final exams."
2. **Scrape through (an exam):** To barely pass an exam. "He just scraped through his driving test."
3. **Flunk (a test/exam):** To fail a test. "I flunked my history exam."

Understanding:

4. **Get the hang of (something):** To learn how to do something. "I finally got the hang of using the new software."
5. **Wrap your head around (something):** To understand something complex or difficult. "I'm trying to wrap my head around this physics concept."
6. **Figure something out:** To understand or solve something

D

Challenges & Issues in Education:

- **Learning disability:** A condition that affects a person's ability to learn.
- **Inclusive education:** Education that includes all children regardless of their abilities or disabilities.
- **Educational equity:** The principle that all students should have equal access to quality education.
- **Attainment gap:** The difference in academic achievement between different groups of students.

Synonyms for Flunk an exam

fail a test fail an exam fail an examination

fail exam fail test



EXERCISES

1 For each of the academic terms provided, give a clear definition, explain the positive, negative, or neutral feelings associated with the word and show how this can change the meaning of a sentence, and then provide examplesentences of how to use the word correctly in academic, informal, and formal settings.

the academic terms	space to write
To assess....	
To evaluate....	
To judge...	
To critique...	
To appraise..	

2 Discussion Prompts:

1. What are the benefits and drawbacks of online education?
2. How do you effectively plan out your study time?
3. Which study techniques are most effective for you?
4. What are the main challenges you face when attempting to study?
5. What distinguishes a great teacher?
- 6 How does technology affect your education, both favorably and unfavorably?
7. How crucial is it to get along well with your teachers? Why?
8. What long-term and short-term goals do you have for your education?
9. How do you manage your education while juggling your obligations to your family, job, and extracurricular activities?

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the academic terms (1-10)	definitions (a-j).
1. Curriculum	a. A formal talk on a specific subject given to a large group.
2. Syllabus	b. A detailed study of a subject, especially one written for a university degree.
3. Lecture	c. A sum of money given by an organization to a student to help pay for their education.
4. Seminar	d. A plan of what will be taught on a course.
5. Tutorial	e. A long piece of writing on a particular subject that is done to earn a degree at a university.
6. Dissertation	f. A small group meeting to discuss a particular subject.
7. Thesis	g. A teacher of the highest rank in a university department.
8. Scholarship	h. A teaching session in which a small number of students receive individual instruction.
9. Grant	i. A sum of money given by an organization for a particular purpose.
10. Professor	j. An official plan of study for a course. make up an instruction for this task paraphrase the context

4

Read the provided text about Education: studying process, then discuss the follow-up questions in a pair.

Many students fall into the trap of **rote learning**, believing that endless repetition is the key to academic success. While memorization has its place, true understanding comes from engaging with the material actively. Effective studying involves a variety of techniques that go beyond simply **recalling** facts. First, it's crucial to **conceptualize** the core ideas. What are the fundamental concepts you're trying to grasp? Instead of passively reading, try to visualize the information, connect it to real-world examples, or explain it in your own words. For complex topics, **deconstructing** the information is essential. Break down large concepts into smaller, more manageable chunks. Create outlines, diagrams, or mind maps to visualize the relationships between different ideas. This analytical approach helps you to understand the underlying structure of the material and makes it easier to **deduce** conclusions based on the evidence presented. Remembering information effectively requires more than just repetition. Employing **mnemonic devices** can significantly improve **recall**. Create acronyms, rhymes, or visual associations to link information to something memorable. **The Method of Loci**, also known as the memory palace technique, is a powerful tool for memorizing lists or sequences. It involves associating items with specific locations in a familiar environment, creating a mental journey that aids recall. Finally, academic integrity is paramount. Avoid the temptation to **plagiarize**. Properly cite all sources and ensure that your work reflects your own understanding of the material. While learning from others is essential, presenting someone else's work as your own is unethical and undermines the learning process.

1. Why is rote learning considered a trap for many students, and what is a more effective approach to studying?
2. How does conceptualizing core ideas contribute to a deeper understanding of the material, and what are some strategies for achieving this?
3. Explain the concept of deconstructing information and how it helps in understanding complex topics. Provide examples of methods used for deconstruction.
4. Why is academic integrity important in the studying process, and what are the consequences of plagiarism?

Homework: watch the video named Why Finland has the best education system by visiting to the following link <https://www.youtube.com/watch?v=nQ1lEID7Uvg>,
and compare with uzbekistan education system

Glossary

Conceptualize: To form an idea or concept in one's mind.

Deconstruct: To analyze a complex idea or text, breaking it down into smaller parts.

Deduce: To reach a conclusion based on reasoning and evidence.

Method of Loci: A memory technique that involves associating information with specific locations.

Mnemonic device: A memory aid, such as an acronym or rhyme.

Plagiarize: To copy someone else's work and present it as one's own.

Recall: To retrieve information from memory.

Rote learning: Memorization based on repetition, without deep understanding.

A

Studying Abroad:

- **A host family** is a family that houses a student who is studying overseas.
- Deep engagement with a foreign culture is known as **cultural immersion**.
- **An internship** is a brief period of job experience provided by an organization.
- **To enhance** (skills): To make anything better or more valuable.
- **To broaden** (horizons): To increase one's level of expertise or understanding.
- **To become** more independent: To become more gain independence

B

Vacations & Travel, Accommodation:

My growing **wanderlust** (A strong desire to travel) inspired me to skip the usual package holiday and create my own **itinerary** (A detailed plan for a journey, especially a list of places to visit) for a trip off the beaten track. An **all-inclusive** (of a price or charge covering all incidental expenses as well as the basic cost) resort sounded relaxing, but I wanted a real adventure, so I decided to go **backpacking** (Traveling or camping with a backpack). My plan included a short expedition to a hidden waterfall, with plenty of opportunities for **sightseeing** (The activity of visiting places of interest in a particular location). Instead of a fancy hotel, I found a friendly guesthouse. They even offered a day excursion to a nearby market, where I picked up some cool **souvenirs** (A thing that is kept as a reminder of a person, place, or event) It was great to experience a place few people visit.

C

words	definitions
Hostel	An inexpensive type of accommodation, especially for young travelers, with shared rooms
Guesthouse	A small hotel or private home offering accommodation to guests.
Boutique hotel	A small, stylish hotel, typically independently owned.
Airbnb	An online marketplace that connects people who want to rent out their homes with people who are looking for accommodations.
Amenities	Desirable or useful features or facilities of a building or place

D

Studying abroad

Embarking on a study abroad program is an exciting opportunity for personal and academic growth. However, it also presents unique challenges, from navigating a new **curriculum** to overcoming culture shock. Understanding key aspects of the experience beforehand can help students prepare and thrive in their new environment. One of the first steps is understanding the **academic transcript** and **grading system** of the host institution. Students should also research whether their chosen courses will be eligible for **credit transfer** back to their home university.

Clarifying these academic details early on can save a lot of headaches later. Beyond academics, preparing for the cultural transition is essential. **Culture shock** is a common experience for those studying abroad. Feelings of disorientation, confusion, and even frustration are normal reactions to being immersed in an unfamiliar culture. However, this initial shock can pave the way for **cultural immersion**, allowing students to engage deeply with the local customs, traditions, and way of life.

Developing **intercultural competence** is crucial for navigating this cultural landscape. This involves learning to communicate effectively despite the **language barrier**, understanding and respecting cultural differences, and adapting one's behavior appropriately. It also means building relationships with people from diverse backgrounds and learning from their perspectives.

Finally, practical preparations are vital. Ensuring adequate **health insurance** coverage and obtaining travel insurance are non-negotiable. Travel insurance can protect against unforeseen events like medical emergencies, lost luggage, or trip cancellations. By addressing these practicalities and embracing the opportunity for cultural exchange, students can make the most of their study abroad experience.

1 Complete the following sentences using the words provided in the section

1. Living with a _____ was a great way to experience the local culture firsthand.
2. The _____ at the tech company gave me valuable practical experience.
3. She hopes to _____ her career prospects by studying abroad.
4. Traveling to new countries can _____ your horizons and understanding of the world.
5. He quickly learned to _____ to the challenges of living in a foreign country.
6. The program provided opportunities for _____ through language exchange and homestays.
7. Studying abroad helped him become more _____ and self-reliant.

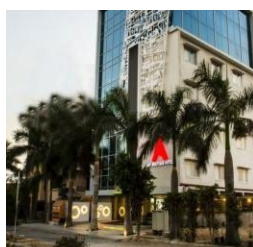
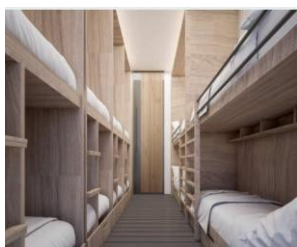
2 Name the following pictures by using the accommodation provided words in section C

H.....

G..... H.....

B.....H....

A.....

**3 Prompt Discussion**

1. If you were to study abroad, what are the main obstacles you expect to encounter?
2. What do you find most intriguing about studying abroad? What do you most eagerly anticipate?
3. What effects do you think studying overseas will have on your development both personally and professionally?

Travel Debate:

4 "Package holidays are better than independent travel." Or "It's essential to plan a detailed itinerary before any trip." **Students should be divided into two groups for this activity: one for and one opposing the assertion. Each group's arguments must contain a minimum of five vocabulary words given in the below.**

- itinerary
- Excursion
- Expedition
- All-inclusive
- Package holiday
- Off the beaten track
- Wanderlust
- Backpacking
- Sightseeing
- Souvenir



Then, discuss in class the benefits and drawbacks of each journey style following the debate.

5 **Short Story:** Write a short story about a student studying abroad who experiences culture shock but eventually achieves cultural immersion. Incorporate at least ten vocabulary words (Language Barrier, Travel Insurance, Cultural Immersion, A student's academic performance, Culture shock, Intercultural competence, Applying academic credit)

Glossary

Curriculum: An institution's course offerings.

Applying academic credit from one university to another's degree program is known as credit transfer.

The process of assessing student performance is known as **the grading system**.

A student's academic performance is officially documented in their academic transcript.

Culture shock is the feeling of confusion someone gets when they are abruptly exposed to a culture they are not familiar with.

Interaction with a different culture on a deep level is called **cultural immersion**.

Intercultural competence is the capacity to interact with individuals from diverse cultural backgrounds in a suitable and efficient manner.

Health insurance is insurance that pays for medical bills.

Language Barrier: Difficulty communicating due to differences in language.

Travel Insurance: Insurance that covers unexpected events during travel, such as medical emergencies or lost luggage.

Cultural Immersion: Deeply engaging with a new culture, experiencing its customs and traditions. Applies to both studying abroad and immersive vacations.

Homework:

Go to the link (<https://www.youtube.com/watch?v=mA8ZZ8wviAA>) of a video named the advantages and disadvantages of studying abroad, watch the video, write ten 5 reasons for why students should study abroad and 5 reasons for why they should not study abroad

Theatre-Specific Vocabulary



The young **playwright's** (an author who writes plays) script (the written text of a play), though promising, needed refining during **rehearsals**. The director, a known perfectionist, pushed the actors to **embody** (to show qualities) their characters fully. On the minimalist **set**, (the scenery and props used on stage) a stark contrast to the elaborate **costumes** (clothing worn by actors), the lead actor fumbled with his **prop** (objects used by actors during a performance) a crucial letter, during a tense scene. Despite this, the matinee performance was largely well-received. During **intermission** (a break between acts of a play), hushed discussions revolved around the actress playing Lady Macbeth, her interpretation both captivating and unsettling. The final act, however, truly **ignited** the audience. As the curtain fell, a wave of appreciation surged through the theatre, culminating in a well-deserved **standing ovation** (The audience stands and applauds enthusiastically).

B

Language help:

The definite article need not be used when discussing performing arts in general, for example. Are you a fan of the theater, opera, ballet, or movies? However, would you be interested in joining us next week for the movie, ballet, opera, or theater? [Special performance]

C

Phrasal verbs

Take down: To remove the set and props after a performance.

Block out: To plan the movements and positions of actors on stage.

Bring down the house: To receive enthusiastic applause and cheers. **Run through:** To rehearse something quickly.

Act out: To perform a scene or part.

D

Cinema-Specific Vocabulary

Review: A critical evaluation of a performance or film; for instance, "The new movie received mixed reviews."

Critique: A thorough analysis and evaluation of a work; for instance, "The student wrote a critique of the play's themes."

Genre: A category of artistic composition characterized by similarities in form, style, or subject matter; for example, "What genre of film do you prefer?"

Whoever writes the screenplay is known as **the screenwriter**. For example: "The screenwriter adapted the novel for the screen."

A cinematographer is in charge of the lighting and camera. For example: "The cinematographer created a visually stunning film."

Soundtrack: A movie's musical score. For example: "The film's soundtrack was nominated for an award."

Special effects are illusions produced for a motion picture. For instance, "The special effects were incredibly realistic."

The screenplay is the movie's script. For instance, "The screenplay was praised for its witty dialogue."

Shot: One continuous, single camera take. For instance, "The director used a long shot to establish the setting."



F

A text about Art

The **documentary**, "Whispers of the Reef," offered a stark contrast to the summer's **blockbuster** lineup. Instead of elaborate special effects and fictional narratives, the film showcased the raw beauty and fragility of coral reefs. The **protagonist**, a passionate marine biologist, guided viewers through an underwater world rarely seen. There was no **intermission** during the screening; the captivating underwater shots, each a single continuous take, held the audience spellbound. Although lacking the dramatic tension of a typical **screenplay**, the film score, composed of ethereal ocean sounds, created a mesmerizing atmosphere. While not a traditional **script**, the biologist's narration wove a compelling story of environmental urgency.

1 Look at the pictures and write their professions (cinematograph, editor, actors, screenwriter)



.....

.....

.....

.....

2 Fill the gaps with the correct form of the word in brackets.

1. I thought all the cast gave an excellent in the play last night. (perform)
2. I don't find that particularly (comedy)
3. It's unusual for a film to have two, but this one did. (direct)
4. Paolo Tomassi is one of the best I've seen for a long time. (entertain)
5. It was one of the best of a Shakespeare play I've ever seen. (produce)
6. My favourite actor makes only a brief in the film. (appear)

3 Prompt discussion, discuss the following questions in a pair

1. What are the ways that storytelling is approached differently in theater and film? Think about audience participation, character development, and pacing.
2. Which media, theater or film, enables a stronger emotional bond with viewers? Why?
3. How is the narrative shaped by the constraints of each media (e.g., cinematic editing, theater set design)?

4 Complete the following sentences with the correct term, words provided in section C

1. The film's creepy _____ matched the spooky atmosphere to perfection.
2. The _____ set the scene by panning across the expansive terrain.
3. To create a plausible alien environment, the _____ expertly combined computer-generated imagery and real-world effects.
4. A critical review lambasted the film's unconvincing performances and predictable plot.
5. To create suspense, the _____ skillfully timed the action scenes.
6. By combining aspects of multiple _____, the movie defies simple classification.
7. For its brilliant plot twists and humorous language, The _____ received praise.
8. The local newspaper's positive review of the movie persuaded me to see it.
9. _____ Using lighting and camera angles, the _____ is in charge of expressing the

5 Complete the sentences using the phrasal verbs from the box.

Take down

Run through

Bring down the house

Act out, Block out

1. Prior to the subsequent performance, the stage crew had to _____ the entire set.
2. The director made sure the performers understood where to stand by meticulously _____ the scenario.
3. The main actor received a standing ovation for his performance ____.
4. Before the break, let's _____ the first act.
5. The story with puppets was wonderful and the kids loved it.

Homework:

1. **Scene Description:** Write a short scene from a screenplay. Include descriptions of at least three different shots.
2. **Character Development:** Create a profile for a protagonist in a fictional film. Describe their personality, motivations, and the challenges they face.
3. **Film Review:** Write a short review of a blockbuster movie. Discuss the plot, acting, special effects, and film score, and give your overall opinion.

Glossary

Protagonist: The main character in a story.

Intermission: A break between acts of a play.

Script: The written text of a play.

Blockbuster: A highly successful and popular film. **Documentary:**

A non-fictional film intended to document reality. **Film score:**

The music composed specifically for a film.

Screenplay: The script of a film.

Shot: A single continuous take of a camera.

Special effects: Illusions created for movies, often using computer graphics.



Describing the Museum/Gallery Experience

Exhibit: A collection of objects or works of art displayed to the public. (e.g., "The museum's new exhibit on ancient Egypt was fascinating.")

Catalogue: A book or booklet containing descriptions and images of the objects or works of art in an exhibit or collection. (e.g., "I bought the catalogue so I could remember the details of the paintings.")

Gift Shop: A shop in a museum or gallery selling souvenirs and related merchandise. (e.g., "I picked up a postcard in the gift shop.")

Opening Hours: The times during which a museum or gallery is open to the public. (e.g., "Check the museum's opening hours before you go.")

Admission Fee/Entrance Fee: The price paid to enter a museum or gallery. (e.g., "The admission fee was quite reasonable.")

Roaming Exhibition/Travelling Exhibition: An exhibit that travels from one location to another. (e.g., "The Van Gogh roaming exhibition is currently in London.")

Interactive Display: An exhibit that allows visitors to actively engage with the objects or information presented. (e.g., "The interactive display on dinosaurs was a hit with the children.")

Masterpiece: A great work of art. (e.g., "The museum is showcasing a masterpiece by Leonardo da Vinci.")

Vocabulary related to visiting museums and galleries:

Museums and galleries showcase a breathtaking range of artistic styles, from the **conventional** (adhering to established techniques or fashions) realism of classical paintings to the **provocative** (Intended to evoke strong feelings in others, sometimes by surprising or challenging them) and **groundbreaking** (Something entirely novel and inventive that fundamentally alters the course of events) works of **avant-garde** (innovative and experimental art that deviates from conventional forms. Frequently, it's uncommon or difficult) movements. **The composition** (The way an image or piece of art is put together to form a whole is called composition) and perspective employed by artists, evident in their chosen techniques, reveal much about their individual styles and the artistic significance of their creations. Many museums house masterpieces, works of art that are **aesthetically pleasing** (something that is pleasing to the eye or visually lovely) and **visually striking** (Captures your attention right away; quite striking to look at., while others focus on **thought-provoking** (It forces you to reflect carefully on a topic or concept; it provides you with something to ponder about) installations that challenge our perceptions. The influential artists featured, whether renowned or emerging, leave lasting impressions; their work prompting contemplation and enriching our understanding of human creativity.

idioms and phrases related to museums and galleries	definitions
A hidden gem	is something or somewhere that is surprisingly good but not well known.
To be a museum piece	to be extremely antiquated or out of date.
To be in the public eye	to be well-known and in the public eye all the time.
To steal the show	to be the most striking or enthralling aspect of a performance or event.
A stroke of genius	unexpectedly astute idea or action is referred to as a stroke of genius



1 Fill in the blanks with the words from the box. You may need to change the word form, use those words provided in section A (e.g., singular to plural).

1. The new _____ on Roman pottery at the museum was extremely thorough.
2. To make sure I wouldn't miss anything, I looked up their _____ online before going to the gallery.
3. In the _____, I purchased a little version of the sculpture.
4. The art museum's _____ was shockingly low.
5. The _____, where they could construct their own virtual dinosaurs, was a hit with the kids.
6. A _____ of Monet's artwork is presently on display at the museum. Soon, it will relocate to a different city.
7. Several important paintings by different artists throughout history are part of the museum's _____.
8. David by Michelangelo is regarded as a _____ of Renaissance art.

2 Prompt discussion

1. Describe a work of art you have seen or heard about using the terms composition, perspective, and technique.
2. What does the term "aesthetically pleasing" mean in the context of art? Give instances.
3. What qualities distinguish avant-garde art from others? In what ways might it be different from traditional art?
4. Give an example of an artwork that you felt was provocative or thought-provoking. Why did it have this effect on you?

3 Match the words in Column A with their definitions in Column B.

- | | |
|---|---------------------------|
| a. Something completely original and creative that radically changes the trajectory of events. | 1. Conventional |
| b. Art that deviates from traditional forms and is experimental and innovative. Often, it's rare or challenging. | 2. Provocative |
| c. How a picture or work of art is assembled to create a whole. | 3. Groundbreaking |
| d. Following established methods or styles. | 4. Avant-garde |
| e. Meant to arouse strong emotions in people, occasionally by shocking or confronting them. | 5. Composition |
| f. Immediately grabs your attention; visually arresting. | 6. Perspective |
| g. Having a noteworthy influence or impact. | 7. Aesthetically Pleasing |
| h. Something aesthetically beautiful or appealing to the eye. It gives you something to think about and compels you to carefully consider a subject or idea. | 8. Visually Striking |
| j. A certain attitude or point of view; the process of creating the appearance of depth and space by projecting three-dimensional objects onto a two-dimensional surface. | 9. Thought-provoking |
| | 10. Influential |

Homework:

1. Explain the idiom "*a hidden gem*" in the context of a museum or gallery. Give an example.
2. What does it mean for a work of art to be "*a steal*"? How does this phrase relate to the price and perceived value of an artwork?

A text about art

The indie band "Crimson Dawn" had really **blown up** after their latest album. Their unique sound, blending electronic beats with haunting vocals, had **caught on** like wildfire, and critics were **raving about** their originality. Fans had gotten into their music through a viral video, and expectations for their first live performance were sky-high. Backstage, the band **warmed up**, the sound of guitars **ringing out** as they prepared to take the stage. Everyone was convinced they would go far.

However, the concert didn't quite **live up to the hype**. The lead singer's voice **cut out** twice due to technical issues, and the sound system seemed to be **cranking out** distorted noise rather than clear music. The performance **went down badly** with a section of the audience, who started booing. Disappointed murmurs rippled through the crowd; it hadn't been the electrifying experience they'd anticipated. Despite the setbacks, "Crimson Dawn" vowed to learn from the experience, determined to refine their live performance and prove they truly were **cut out** for a career in music.



A

musical instruments



string



woodwind



brass



percussion



keyboard



synthesizer

B

performing music

The young **composer** eagerly anticipated the **orchestra's** (A sizable ensemble of musicians that often performs classical music on a variety of instruments) practice in the famous performance venue. In the hopes that it would work well live, he had put his everything into the new record, especially the most recent hit. **The vocalist** (A vocalist, particularly one who frequently plays with an orchestra or band) and the rest of the **band** (A collection of musicians who usually perform well-known songs) were given words of encouragement by the seasoned **conductor** (An someone who guides the singers and musicians in an orchestra or choir during a performance), who was also a well-respected **musician**. Everyone in the recording studio during the album's composition was depending on the success of the **tour** (A band or musician's run of live performances in various venues), which might make or destroy their careers.

C

Phrasal Verbs Related to Music

Belt out: To sing with force and volume. Example: "She belted out the final chorus of the song."

Chill out (to): To unwind while enjoying some music. Example: "I like to chill out to jazz music after a long day."

Face the music: To acknowledge the unpleasant results of one's behavior, frequently in reference to unfavorable remarks made about a musical performance.

1

Musical instruments

1. **Strings** a. Instruments that generate sound by vibrating strings, frequently plucked or played with a bow.
2. **Woodwinds** b. Instruments that emit sound when air is forced through them; these frequently have holes to adjust the pitch.
3. **Brass** c. Instruments that make sound by vibrating the lips when air is forced through a mouthpiece.
4. **Percussion** d. Instruments that generate sound through scraping, shaking, or striking.
5. **Keyboard** e. Instruments that play notes using a keyboard, frequently striking strings or other resonant components with hammers or other mechanisms.
6. **Synthesizer** f. A broad range of sounds can be produced by an electronic instrument that uses oscillators and other electronic components.

2 Fill in the blanks with the words provided section B, making sure they fit grammatically and contextually.

The young composer eagerly anticipated the _____'s practice in the famous performance venue. He had poured his heart and soul into the new record, especially the latest hit, hoping it would translate well live. The _____ and the rest of the _____ were given words of encouragement by the seasoned _____, who was also a highly respected musician. The success of the _____, which could make or break their careers, rested on the shoulders of everyone in the recording studio during the album's creation.

3 Choose the most appropriate phrase to complete the sentence

1. Their music has _____ with fans all over the country.
 - a) cranked out
 - b) gone far
 - c) caught on
 - d) fizzled out
2. The concert completely _____; the audience was bored and unimpressed.
 - a) lived up to expectations
 - b) fell flat
 - c) blew up
 - d) caught on

Homework

Once the paragraphs have been read, think about:

1. Are you able to guess the meanings of the idioms and phrasal verbs highlighted?
2. What context does the usage of these idioms and phrasal verbs have?
3. Do you think you could use any of them in your own music-related discussions?

Section 1: The Emergence of a New Band

"Crimson Bloom" is an indie band that has **blown up** in the music industry quite quickly. Their distinctive music, which combines traditional folk tunes with techno beats, has **caught on** with a large fanbase. In less than a year, they **cranked out** three smash songs, and next month, their debut album is anticipated to drop. Already, critics are **raving about** their avant-garde approach and forecasting that they will **go far** in the field. Hopefully, they will be able to live up to the hype.

Section 2: A Drowsy Performance

I was eager to watch "The Electric Zephyrs" perform live. For weeks, I'd **queued up** their most recent album and adored it. The concert **fell flat**, unfortunately. The band lacked enthusiasm, and the lead singer appeared to be **phoning it in**. During the performance, the sound system also **cut out** twice. They truly **fizzled out** after a promising start, which was a huge disappointment.

Glossary

Get into: To develop an interest in a specific artist or genre. Example: "I've recently gotten into classical music." **Go down (well/badly):** To receive a favorable or unfavorable response from an audience. For instance, "The new song went down really well with the fans."

Live up to: To fulfill expectations, frequently associated with the excitement around a performance or musical release. Example: "The concert didn't quite live up to the hype."

Ring out: To make a loud, clear sound. Example: "The sound of the trumpets rang out through the concert hall." **Before a performance, warm up:** To practice or rehearse. For instance, "The band warmed up backstage before the concert."

Blown up: (phrasal verb) To rapidly gain a lot of popularity or success.

Caught on: (phrasal verb) To gain acceptance or popularity. Many others found resonance in their musical style.

Cranked out: (informal, phrasal verb) to swiftly and effectively manufacture anything, frequently in big quantities. They wrote three hit songs in quick succession.

Raving about: (verb phrase) To provide heartfelt praise. Reviews from critics are overwhelmingly good.

Go far: To accomplish significant success (idiom). It is anticipated that the band will have a lengthy and prosperous career. **cut out :** (phrasal verb) to abruptly halt; to quit working. The sound system wasn't working properly. **fizzled out:** (informal, phrasal verb) to progressively lose vigor and excitement; to fall short of expectations. The performance stalled and finished badly.

A

TYPES OF SPORTS

Sports can be classified into different categories:

Team sports: football (soccer), basketball, volleyball, baseball

Racquet sports: tennis, badminton, squash, table tennis

Water sports: swimming, diving, water polo, surfing

Athletics: running, long jump, high jump, hurdling

Extreme sports: skydiving, bungee jumping, skateboarding

B

Game Rules and Scoring

In football, a **goal** is scored when the ball crosses the goal line.

In basketball, points are scored by **shooting the ball** into the hoop.

In tennis, players win **points using** a rally, and a game is won by reaching 4 points with at least a 2-point lead.

In baseball, a **home run** is when a batter hits the ball and runs around all bases.

In volleyball, teams score when the **ball lands** in the opponent's area.

C

Sports Equipment

Football: goalposts, net, football, shin guards

Tennis: racquet, net, tennis ball, court lines

Basketball: hoop, backboard, basketball

Swimming: swimsuit, goggles, swim cap

Hockey: stick, puck, skates, goal

Each activity requires special equipment and takes place in a specific location:

- **Football:** played in a **stadium**, requires a **ball, goalposts, and shin guards**
- **Tennis:** played on a **court**, requires a **racquet, net, and tennis ball**
- **Swimming:** done in a **pool**, requires a **swimsuit, goggles, and swim cap**

Important Sport Verbs & Phrases

Kick, pass, dribble (football) Shoot,

dunk, rebound (basketball) Serve,

hit, return (tennis)

Swim, dive, float (swimming) Sprint,

jog, pace (athletics)

Common Phrases and Verbs Related to Leisure and Sport

- **Take up** (start a new hobby or sport) – *I've taken up yoga to relax.*
- **Be into** (be interested in) – *She's really into rock climbing.*
- **Work out** (exercise) – *He works out at the gym three times a week.*
- **Warm up / Cool down** (prepare before/after exercise) – *Always warm up before running.*
- **Join in** (participate in an activity) – *He joined in the basketball game with his friends.*
- **Give up** (stop doing something) – *She gave up swimming after an injury.*

1 Matching (Match the sport with its correct rule)***Tennis******Football******Basketball******Swimming******Baseball***

- A. Players hit a ball over a net using racquets.
- B. Players must dribble and shoot the ball into a hoop.
- C. A home run is scored when a batter circles all bases.
- D. A goal is scored when the ball crosses the goal line.
- E. Players race by swimming different strokes in water.

2 Fill in the blanks (Use the correct word from section C: Sports Equipment)

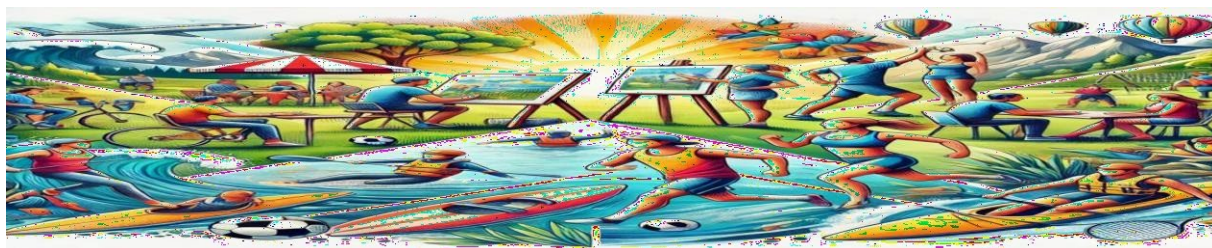
A tennis player uses a _____ to hit the ball over the net.

A football player must wear _____ to protect their legs.

A basketball game is played with a hoop and a _____.

Swimmers wear _____ to protect their eyes in the water.

A hockey player needs a _____ to hit the puck.



Leisure Activities

People engage in different leisure activities in their free time. Some popular leisure activities include:

Outdoor activities: hiking, camping, cycling, fishing, jogging

A

Creative hobbies: painting, photography, writing, knitting, playing a musical instrument

Social activities: dining out, going to concerts, visiting museums, attending festivals

Relaxing activities: reading, watching movies, doing yoga, meditating

Types of Sports and Competitions

Competitive sports: football, basketball, tennis, swimming, boxing

Recreational sports: yoga, pilates, hiking, bowling, skateboarding

Water sports: surfing, diving, rowing, water polo

B

Winter sports: skiing, snowboarding, ice skating, ice hockey

Extreme sports: skydiving, bungee jumping, parkour, rock

climbing Many sports involve **competitions** like:

Tournaments (tennis, chess, esports)

Leagues (football, basketball, baseball)

Olympic Games (various sports worldwide)

C

Equipment and Venues for Sports and Leisure

Each activity requires special equipment and takes place in a specific location:

- **Football:** played in a **stadium**, requires a **ball**, **goalposts**, and **shin guards**
- **Tennis:** played on a **court**, requires a **racquet**, **net**, and **tennis ball**
- **Swimming:** done in a **pool**, requires a **swimsuit**, **goggles**, and **swim cap**
- **Gym workouts:** done in a **fitness center**, with **dumbbells**, **treadmills**, and **resistance bands**
- **Ice hockey:** played in a **rink**, with a **stick**, **puck**, and **skates**

D

Common Phrases and Verbs Related to Leisure and Sport

- **Take up** (start a new hobby or sport) – *I've taken up yoga to relax.*
- **Be into** (be interested in) – *She's really into rock climbing.*
- **Work out** (exercise) – *He works out at the gym three times a week.*
- **Warm up / Cool down** (prepare before/after exercise) – *Always warm up before running.*
- **Join in** (participate in an activity) – *He joined in the basketball game with his friends.*
- **Give up** (stop doing something) – *She gave up swimming after an injury.*

1

Match the Sport/Leisure Activity with its Equipment or Venue

1. Tennis
 2. Ice hockey
 3. Swimming
 4. Gym workouts
 5. Football
- A. Played in a stadium, needs a ball and goalposts.
B. Requires a swimsuit, goggles, and a pool.
C. Played on a court, needs a racquet and a net.
D. Done in a fitness center, uses treadmills and weights.
E. Played on ice, needs a stick, skates, and a puck.

2

Fill in the Blanks (Use a Word from Section A or B)

1. I love _____ because it helps me take great pictures of nature. (painting / photography / knitting)
2. Many people go _____ in the mountains during the summer. (fishing / skiing / hiking)
3. The FIFA World Cup is a famous football _____. (marathon / tournament / festival)
4. My brother enjoys _____ in winter; he loves the snow. (skiing / surfing / swimming)
5. The Olympic Games include many different _____. (leisure activities / sports / museums)

3 Choose the Correct Verb from Section D

1. I decided to _____ golf because I wanted a new hobby. (give up / take up / join in)
2. She's really _____ photography and spends hours taking pictures. (taking up / into / warming up)
3. Before running, you should always _____ to avoid injuries. (work out / cool down / warm up)
4. He wanted to stay fit, so he started _____ at the gym. (joining in / working out / giving up)
5. After playing football, it's important to _____ to relax your muscles. (cool down / be into / take up)

4

Complete the sentences using the correct phrasal verbs from the list:

(take up, be into, work out, warm up, join in, give up)

1. She _____ yoga to help her relax.
2. I _____ football – I watch every game!
3. He _____ at the gym every morning before work.
4. Before running, you should _____ to avoid injuries.
5. They invited me to play volleyball, so I decided to _____.
6. After breaking his leg, he had to _____ skateboarding.

A



Burglary	<i>Breaking into a building to steal something</i>
Robbery	<i>– Stealing from a person, often using violence or threats.</i>
Mugging –	<i>Attacking someone in public to steal from them.</i>
Pickpocketing	<i>Stealing from someone’s pocket or bag without them noticing</i>
Shoplifting	<i>Stealing items from a store without paying.</i>
Embezzlement	<i>Illegally taking money from a business or company you work for.</i>
Fraud	<i>– Deceiving people for financial gain (e.g., fake investment schemes).</i>
Smuggling	<i>Illegally transporting goods, drugs, or people across borders.</i>
Arson	<i>Deliberately setting fire to property.</i>

B

CRIME - PUNISHMENT
PICTIONARY



BURGLAR



PICKPOCKET



BANDIT



SMUGGLER



SHOPLIFTER



MUGGER



ARSONIST



MURDERER



TO BULLY



TO BLACKMAIL



TO INVESTIGATE



TO ARREST



BODYGUARD



INSPECTOR



JUDGE



JURY



THIEF



EYEWITNESS



SUSPECT



VICTIM



COURT



PRISON



HANDCUFFS



FINGERPRINT



C

Types of Crime and Criminal Behavior

Crime can be categorized into different types based on its nature:

1. Types of Crime

- **Violent crimes:** murder, assault, robbery, domestic violence
- **Property crimes:** burglary, theft, vandalism, arson
- **White-collar crimes:** fraud, bribery, embezzlement, money laundering, cybercrime
- **Drug-related crimes:** drug trafficking, drug possession, illegal drug use
- **Organized crime:** human trafficking, smuggling, gang activities, arms dealing
- **Cybercrimes:** hacking, online scams, identity theft, phishing



D

B. The Legal System and Law Enforcement

Each country has a legal system to deal with crime. Some important terms include:

- **Law enforcement:** police, detectives, forensic experts
- **Legal process:** arrest, trial, verdict, sentencing, appeal
- **Courts and officials:** judge, jury, prosecutor, defense lawyer
- **Punishments:** fine, community service, probation, imprisonment, death penalty

Rights, Justice, and Legal Terms

Presumption of innocence – *A person is innocent until proven guilty.*

Self-defense – *The right to protect oneself from harm.*

Bail – *Temporary release from jail before a trial.*

Plea bargain – *An agreement where the accused pleads guilty to a lesser charge.*

Acquittal – *When a court finds someone not guilty.* **Conviction** –

When a court finds someone guilty of a crime. **Appeal** –

Request for a higher court to review a case.

Common Phrases and Verbs Related to Crime and Law

Break the law (commit a crime) – *He was arrested for breaking the law.*

Be sentenced to (receive a punishment) – *She was sentenced to five years in prison.*

Be found guilty/not guilty (verdict decision) – *The jury found him guilty of fraud.*

Face charges (be accused of a crime) – *He faced charges of theft and vandalism.*

Turn oneself in (surrender to the police) – *The suspect turned himself in.*

Get away with (escape punishment) – *He got away with shoplifting because there was no evidence.*

1 Match the Crime with Its Definition

1. Arson
 2. Burglary
 3. Cybercrime
 4. Mugging
 5. Fraud
-
- A. Stealing from a person in public by attacking them.
 - B. Breaking into a building to steal something.
 - C. Using the internet to commit crimes like hacking.
 - D. Setting fire to property on purpose.
 - E. Deceiving people for financial gain.

2 Fill in the Blanks

1. The _____ decides whether a person is guilty or not guilty. (judge / police / lawyer)
2. After the trial, he was _____ to ten years in prison. (sentenced / acquitted / appealed)
3. The suspect was arrested but later released on _____. (trial / appeal / bail)
4. If someone commits a crime, they must _____ the law. (face / obey / break)
5. A person found not guilty receives an _____. (appeal / acquittal / conviction)

3

Choose the Correct VerB

1. He tried to _____shoplifting, but security cameras caught him. (get away with / face charges / turn himself in)
2. She _____a crime and was arrested by the police. (broke the law / was found guilty / sentenced)
3. After the robbery, he decided to _____at the police station. (get away with / turn himself in / appeal)
4. The court _____him guilty of fraud. (sentenced / found / faced)
5. If you disagree with the court's decision, you can _____it. (face / appeal / convict)

Project Work / Homework Based on *Suits* TV Series**Objective:**

With your team members, you will watch selected episodes of *Suits* (TV series about law, crime, court etc)

and complete various crime and law-related tasks to enhance your vocabulary and understanding of legal concepts.

Group 1: Legal Vocabulary Detective**Task:**

1. Choose an).
2. Write down 10 legal episode of *Suits* (preferably one involving a lawsuit, negotiation, or trial terms you hear in the episode (e.g., deposition, plea deal, affidavit, litigation)).
3. Define each term and use it in a sentence.
4. Identify which character uses these words most often and in what context.

Bonus: Find synonyms or simpler explanations for each legal term to help beginners understand.

UNIT 9 PROJECT

Group 2: Crime Case Analysts

Task:

1. Watch an episode where a crime-related case is discussed (e.g., fraud, embezzlement, breach of contract).
2. Summarize the case in 150–200 words:
 - What was the alleged crime?
 - Who were the key people involved?
 - What was the outcome?
3. Identify at least 5 crime-related terms from the episode and define them (e.g., fraud, subpoena, bribery, settlement).

Bonus: If you were a lawyer, what strategy would you use to win this case?

Group 3: Courtroom Drama Reenactment

Task:

1. Select a courtroom scene from any Suits episode.
2. Write a short script (8-10 lines per person) reenacting part of the legal argument.
3. Each student in the group should take a role: lawyer, judge, defendant, or prosecutor.
4. Perform the scene in class or record a video.

Bonus: Try to add some persuasive legal arguments used in the episode.

UNIT 9 PROJECT

Group 4: Ethical Dilemmas in Law

Task:

1. Find an episode where moral dilemmas are presented (e.g., should a lawyer defend someone they know is guilty?).
2. Write a short essay (200-250 words) discussing the ethical issue:
 - What is the dilemma?
 - How do the characters deal with it?
 - What would you do in the same situation?
3. Include at least 5 law-related vocabulary words in your essay.

Bonus: Discuss whether the lawyer's decision was legally right or morally right—are these always the same?



Types of Media

Media plays a crucial role in shaping opinions, spreading information, and influencing society. There are different types of media, including:

- **Traditional Media:** Newspapers, magazines, radio, television
- **Digital Media:** Online news websites, blogs, podcasts
- **Social Media:** Facebook, Twitter, Instagram, TikTok
- **Broadcast Media:** Television news channels, radio programs
- **Print Media:** Books, newspapers, pamphlets

Each type of media serves different purposes, from entertainment to education and activism.

Media and Society

The media has both **positive and negative impacts** on society:

Positive Effects:

- ✓ Raises awareness of important social issues
- ✓ Provides instant access to global news
- ✓ Gives people a platform to express opinions
- ✓ Educates people through documentaries, online courses, and news

Negative Effects:

- ✗ Spreads misinformation and fake news
- ✗ Creates social pressure and unrealistic beauty standards
- ✗ Invades privacy and promotes cyberbullying

Media Bias and Fake News

C

Media Bias – When news sources present information in a way that supports a particular view, rather than being neutral.

Fake News – False information spread to mislead people, often on social media.

Clickbait – Sensational headlines designed to attract attention, sometimes misleading.

Ways to Identify Fake News:

- Check the source (Is it a reliable website or organization?)
- Look for multiple sources reporting the same story
- Check the author and date of publication

Common Phrases and Verbs Related to Media

D

 **Go viral** – When a video or post spreads quickly online. *Example: The video of the baby dancing went viral overnight.*

 **Break the news** – To announce important news. *Example: The journalist broke the news of the scandal.*

 **Fact-check** – To verify if the information is true. *Example: Always fact-check articles before sharing them.*

 **Tune in** – To watch or listen to a broadcast. *Example: Tune in at 8 PM for the latest news.*

 **Cover a story** – To report on an event. *Example: The news channel covered the story of the protest.*



- ◆ **Go viral** – When a post/video spreads rapidly across the internet. *Example: His TikTok dance went viral in a day!*
- ◆ **Hashtag (#)** – A keyword or phrase used to categorize content. *Example: Use #ThrowbackThursday to join the trend.*
- ◆ **Trending** – When a topic is widely discussed online. *Example: The hashtag #ClimateAction is trending today.*
- ◆ **Engagement** – Interactions like likes, comments, and shares. *Example: High engagement means more people are interested in the post.*
- ◆ **Algorithm** – A system that decides what content users see on social media. *Example: The Instagram algorithm favors videos over photos.*
- ◆ **Livestream** – A real-time video broadcast. *Example: He did a livestream Q&A session with fans.*
- ◆ **Collab (Collaboration)** – When two creators work together. *Example: Their YouTube collab video got a million views.*
- ◆ **Shadowban** – When a platform secretly limits your content's reach. *Example: My posts aren't getting views—I think I got shadowbanned.*
- ◆ **FYP (For You Page)** – The main feed on TikTok showing recommended videos. *Example: I hope my video lands on FYP!*
- ◆ **Duet/Stitch** – TikTok features for reacting to another video. *Example: She stitched his dance challenge and made it funnier.*

1 Match the Media Type with Its Example

1. **Social Media**
2. **Broadcast Media**
3. **Print Media**
4. **Digital Media**
5. **Traditional Media**

- A. A TV news channel reporting on politics.
B. A trending Twitter hashtag about a protest.
C. A blog article on a travel website.
D. A newspaper article about environmental issues.
E. A weekly radio talk show.

2 Fill in the Blanks (Use a Word from Section A or B)

1. Many people get their news from _____ like Facebook and Twitter.
2. The reporter was accused of _____ for presenting biased opinions.
3. I always _____ news articles before sharing them to avoid spreading misinformation.
4. The scandal _____ and millions of people watched the viral video.

3 Choose the Correct Verb

1. The journalist wanted to _____ a story on climate change. (go viral / cover / tune in)
2. We need to _____ the article to check if the statistics are true. (fact-check / go viral / break the news)

4 (social media): Match the Definition
Match each term with its correct definition.

1. Hashtag	
2. Clickbait	
3. Algorithm	
4. FYP	
5. Shadowban	
6. Reel	
7. DM	
8. Collab	
9. Cancel culture	
10. Troll	

- A. A short-form video, usually under 90 seconds, on Instagram or Facebook.
- B. A private message sent through social media platforms.
- C. A keyword preceded by “#” that helps categorize posts.
- D. A misleading or exaggerated title designed to attract clicks.
- E. The TikTok homepage that recommends videos based on user behavior.
- F. When a person is boycotted or criticized online due to controversial actions.
- G. Someone who posts offensive comments just to provoke others.
- H. A partnership between two creators working on the same content.
- I. A system that decides which posts appear in users’ feeds.
- J. A situation where a platform secretly reduces the reach of someone’s content.

5

Fill in the Blanks. Complete the sentences with the correct social media term.

1. I posted a selfie with a _____ like #WeekendVibes.
2. This YouTuber got _____ after making a rude comment about his fans.
3. My TikTok video made it to _____, and now I have 100K views!
4. Be careful when clicking on articles with _____ titles like “You won’t believe what happened next!”
5. The new Instagram _____ feature is great for sharing short clips of my day.
6. I slid into her _____ to ask where she bought her shoes.
7. He got _____ because his posts stopped appearing in other people’s feeds.
8. The new viral dance challenge is getting a lot of _____ on social media.
9. That influencer and singer did a _____ on a fashion video.
10. Social media platforms constantly update their _____ to show users the most relevant content.

6

Discussion Questions. Discuss with a partner or write a short response.

1. Do you think **cancel culture** is always fair? Why or why not?
2. Have you ever fallen for **clickbait**? What was it about?
3. What are the benefits and downsides of influencers gaining **clout**?
4. Have you ever had a post go **viral**? What happened?

UNIT 10 PROJECT

Project Work: Exploring Trending Social Media Vocabulary

Task: Social Media Buzzwords Research & Presentation

Instructions:

1. **Research** the latest social media buzzwords, slang, and hashtags (e.g., “going viral,” “FYP,” “shadowbanned,” “ratioed,” “duet,” “collab post”).
2. **Pick 10-15 words/phrases** that are commonly used in digital conversations.
3. **Define each term** and provide:
 - **A simple explanation**
 - **An example sentence** using the term
 - **Which platform(s)** it is most commonly used on
4. **Find 3 real-life examples** of posts, tweets, or videos where these terms are used.
5. **Create a short presentation (poster, slides, or video)** to explain the words in an engaging way.

Bonus Task:

- Predict which social media term **will be popular in the next 6 months** and explain why.
- Interview a few people (friends, family, classmates) about which social media terms they use most.

 **Submission Format:** Google Slides, Canva poster, TikTok-style short video, or a written blog post.

Sample Trending Social Media Buzzwords (2025 Edition)

1. **FYP (For You Page)** – A TikTok algorithm-driven feed.
 - *Example:* “This video blew up on my FYP!”
 - **Platform:** TikTok
2. **Shadowbanned** – When a platform limits a user’s reach without notifying them.
 - *Example:* “I think I’m shadowbanned—my posts aren’t showing up in searches.”

Reading Passage: “The Future of Business Technology”

In today's digital age, companies are transforming their operations by integrating cutting-edge hardware and innovative software solutions. High- performance CPUs, advanced motherboards, and other hardware components form the backbone of every computing system, while software brings these devices to life with intuitive user interfaces. Peripheral devices—such as printers, keyboards, and external drives—enhance the functionality of these systems and ensure seamless connectivity.

Cloud computing has emerged as a game-changer by allowing businesses to store vast amounts of data on remote servers. This approach reduces the need for local storage and enables efficient data management through cloud storage services. Meanwhile, robust networking solutions have paved the way for faster, more reliable communication between devices. With increased bandwidth and sophisticated encryption protocols in place, companies can securely transfer sensitive information and protect their systems from external threats.

IT professionals work tirelessly to keep systems operating at peak performance. They regularly install new software updates, upgrade hardware components, and debug programs to eliminate glitches. By employing complex algorithms to manage data flow and detect irregularities, they also safeguard networks from cybersecurity risks such as malware and phishing attacks. Firewalls are deployed to filter out harmful traffic, ensuring that the digital infrastructure remains secure and resilient against evolving threats.

1 Vocabulary in Context – Underline the Target Words

- Hardware
- Software
- Peripheral
- Cloud Computing
- Networking
- Bandwidth
- Encryption
- Install
- Upgrade
- Debug
- Algorithm
- Malware
- Phishing
- Firewall
- Cloud Storage
- Server

2 Comprehension Questions

Answer the following questions based on the reading passage:

1. What role do hardware and software play in modern computing systems?
2. How has cloud computing changed the way companies manage data?
3. Why is networking important for businesses according to the passage?
4. List two cybersecurity measures mentioned in the text and explain their purpose.

Definitions:

- A. A technology that overlays digital information onto the real world.
- B. The practice of protecting systems, networks, and programs from digital attacks.
- C. Delivery of computing services—such as storage, processing power, and software—over the Internet.
- D. A decentralized digital ledger that records transactions across many computers, making the data nearly impossible to alter.
- E. A network of interconnected devices that exchange data over the Internet.
- F. The simulation of human intelligence in machines that are programmed to think and learn.
- G. Extremely large data sets analyzed to reveal patterns, trends, and associations.
- H. A subset of AI that enables computers to learn from data and improve without being explicitly programmed.
- I. A distributed computing paradigm that brings data processing closer to the source to reduce latency.
- J. The fifth generation of mobile network technology, offering faster speeds and lower latency.

Reading Passage: “Acronyms and Abbreviations: Tools for Efficient Communication”

Acronyms and abbreviations are shortened forms of words or phrases that make communication quicker and more efficient. An **abbreviation** is any shortened form of a word or phrase (for example, “Dr.” for “Doctor” or “Ave.” for “Avenue”). A special type of abbreviation is an **acronym**—a word formed from the initial letters of a series of words that is pronounced as a single term (for example, **NASA** stands for National Aeronautics and Space Administration). Another related term is **initialism**, where the initial letters are pronounced individually (for example, **FBI** for Federal Bureau of Investigation). In ancient Rome, scribes abbreviated common words in inscriptions and manuscripts. In modern times, the rise of digital communication, text messaging, and social media has made the use of acronyms and abbreviations even more popular. They are now found in nearly every field—from government and military (e.g., **NATO**, **UN**) to science and technology (e.g., **DNA**, **CPU**) and everyday language (e.g., **ASAP**, **LOL**).

These short forms not only save time and space but also help create a shared language among professionals and communities.

Government/Military:

- **NATO:** North Atlantic Treaty Organization
- **UN:** United Nations
- **Science/Technology:**
 - **NASA:** National Aeronautics and Space Administration
 - **CPU:** Central Processing Unit
 - **DNA:** Deoxyribonucleic Acid

ACRONYMS AND ABBREVIATIONS

- **Everyday/Informal:**
 - **ASAP:** As Soon As Possible
 - **LOL:** Laughing Out Loud
 - **RSVP:** Répondez s'il vous plaît (please respond)
- **Business/Economics:**
 - **CEO:** Chief Executive Officer
 - **GDP:** Gross Domestic Product

Understanding these forms can help you read texts more quickly and communicate more efficiently in both academic and everyday contexts.

We can abbreviate the following:

1. Titles before names:

Mr. = Mister (for men) (plural = Misters)

Ms. = It isn't an abbreviation! (for women) (plural = Mess)

Prof. = Professor (plural = Profs.)

Dr. = Doctor (plural = Drs.)

St. = Saint (plural = Sts.)

Rev. = Reverend (plural = Revs.)

Hon. = Honourable (plural =

Hons.) Sr. = Senior

Jr. = Junior

Capt. = Captain

Pres. = President

1. Names of Familiar Institutions:

FBI = Federal Bureau of Investigation

CIA = Central Intelligence Agency

IMF = International Monetary Fund

UN = United Nations

EC = European Commission

EU = European Union

1. Names of Countries:

USA = United States of

America UK = United Kingdom

GB = Great Britain

Names of Familiar Objects:

VCR = Videocassette Recorder

CD = Compact Disc

DVD = Digital Video/Versatile Disk

Terms of mathematical units:

in. = inch ft. = feet mi. = mile

ft² = square feet ft³ = cubic feet

kg. = kilogram g. = gram

km. = kilometre m. = metre t = tonne

cm. = centimetre mm. =

millimetre lb = pound tbsp. =

tablespoon

L = litre ml. = millilitre

°F = degrees Fahrenheit °C = degrees Celsius

Long, common phrases

IQ = Intelligence

Quotient mph = miles per
hour

mpg = miles per gallon

Words used with numbers

a.m. = *ante meridiem* (before noon)

p.m. = *post meridiem* (after noon)

B.C. = before Christ

A.D. = *anno domini* (in the year of the Lord)

B.C.E. = before the common era

C.E. = common era

1

Matching Acronyms/Abbreviations with Their Full Forms. Match each acronym/abbreviation (numbers 1–8) with its correct full form (letters A–H). Write the letter corresponding to the correct full form next to each item.

Acronyms/Abbreviations:

- 1. NASA :
- 2. FBI
- 3. ASAP
- 4. CEO
- 5. NATO
- 6. CPU
- 7. RSVP
- 8. UN

Full Forms:

- A. Central Processing Unit
- B. United Nations
- C. As Soon As Possible
- D. Federal Bureau of Investigation
- E. National Aeronautics and Space Administration
- F. North Atlantic Treaty Organization
- G. Chief Executive Officer
- H. Répondez s'il vous plaît

2

Fill in the Blanks. Complete each sentence by filling in the blank with the correct term from the list below.

Term List:

abbreviation, acronym, initialism, digital, NASA, texting

1. A(n) _____ is a shortened form of a word or phrase, like “Ave.” for “Avenue.”
2. The term _____ refers to a word formed from the initial letters of several words and pronounced as one word, such as **NASA**.
3. When the letters of a term are pronounced individually (like **FBI**), it is called an _____.
4. In today’s _____ age, people often use acronyms like **LOL** in their messages.
5. Many people rely on _____ when sending quick messages on their smartphones.
6. For instance, **NASA** is an example of an _____ used in the field of space exploration.

Exercise 3: True or False

Decide whether the following statements are True or False. Write “T” for True and “F” for False.

1. Acronyms and abbreviations are used only in formal writing.
2. The abbreviation “Dr.” is an example of shortening a word.
3. **RSVP** is an acronym because it is pronounced as one word.
4. Initialisms, such as **FBI**, are pronounced letter by letter.
5. The use of acronyms has increased with the rise of digital communication.



Reading Passage: “Protecting Our Planet: Confronting Environmental Challenges”

In recent decades, environmental problems have escalated, presenting significant challenges to ecosystems worldwide. **Climate change** and **global warming**, driven by increased **greenhouse gas** emissions from **fossil fuels**, are altering weather patterns and raising sea levels. **Deforestation** and industrial **pollution** have contributed to the loss of **biodiversity** and the degradation of natural habitats. Many scientists emphasize the importance of **renewable energy** sources such as solar, wind, and hydroelectric power to reduce our **carbon footprint** and transition to a more **sustainable** future. **Conservation** efforts and **sustainable development** practices are crucial for protecting our environment. By embracing green technologies and recycling initiatives, governments, communities, and businesses can work together to preserve **ecosystems** and promote environmental sustainability for future generations.

Reading Passage: Environmental Challenges and Sustainable Solutions

The Earth is facing numerous environmental challenges, with **climate change** and **global warming** being two of the most significant issues. The burning of **fossil fuels**, such as coal and oil, releases **greenhouse gases** like carbon dioxide into the atmosphere, trapping heat and leading to a rise in global temperatures. This has resulted in severe weather patterns, melting ice caps, and rising sea levels.

Another major issue is **deforestation**, where large areas of forests are cleared for agriculture and urbanization. This not only reduces **biodiversity**—the variety of plant and animal life—but also contributes to increased carbon emissions, as trees help absorb carbon dioxide.

Additionally, **pollution** from industries, transportation, and plastic waste has severely impacted ecosystems, leading to health problems for humans and wildlife. To combat these issues, many countries are investing in **renewable energy** sources such as solar and wind power to reduce dependence on fossil fuels.

Individuals and businesses are also working towards lowering their **carbon footprint** by adopting sustainable practices. **Conservation** efforts, such as protecting endangered species and restoring forests, play a crucial role in maintaining ecological balance. Governments, organizations, and communities must work together to achieve **sustainable development**, ensuring that natural resources are used wisely to support both current and future generations.

Biodiversity – The variety of different species of plants, animals, and microorganisms in an ecosystem.

1. Carbon Footprint – The total amount of greenhouse gases emitted by an individual, organization, or country.

2. Sustainable Development – Development that meets present needs without compromising the ability of future generations to meet theirs.

1 Multiple Choice Questions

Read the passage carefully and choose the correct answer for each question.

1. What is a major cause of global warming?

- a) Deforestation
- b) The release of greenhouse gases
- c) Overfishing
- d) Solar energy

2. Which of the following is an example of renewable energy?

- a) Coal
- b) Oil
- c) Wind power
- d) Natural gas

3. Why is deforestation harmful to the environment?

- a) It increases oxygen levels
- b) It helps wildlife find new homes
- c) It reduces biodiversity and increases carbon emissions
- d) It has no significant environmental impact

Part 2: Short Answer Questions

Answer the following questions in one or two sentences.

- 6. Explain how pollution affects both human health and wildlife.
- 7. What role does conservation play in protecting the environment?
- 8. How does switching to renewable energy sources help fight climate change?

1 Vocabulary in Context – Underline the Target Words

- Climate change
- Global warming
- Greenhouse gas
- Fossil fuels
- Deforestation
- Pollution
- Biodiversity
- Renewable energy
- Carbon footprint
- Sustainable
- Conservation
- Ecosystem
- Sustainable development

**2****Comprehension Questions**

Answer the following questions based on the reading passage:

1. What are the main environmental challenges mentioned in the passage?
2. How are climate change and global warming affecting the planet?
3. Why is the transition to renewable energy important according to the passage?
4. What role do conservation efforts play in protecting the environment?

3 Fill in the Blanks

Complete each sentence by choosing the correct vocabulary word or phrase from the reading passage. Each term is used once.

1. The rapid rate of _____:_____ has led to significant loss of forests and natural habitats.
2. _____from vehicles and factories is a major contributor to air quality problems.
3. Many countries are investing in _____energy sources to reduce their reliance on fossil fuels.
4. The total amount of greenhouse gases produced by our activities is known as our _____.
5. Scientists warn that _____will result in more extreme weather events and rising sea levels.
6. Efforts to preserve _____, such as protecting endangered species, are essential for maintaining ecological balance.
7. Using _____development strategies can help ensure that natural resources remain available for future generations.
8. Transitioning away from _____is critical for reducing environmental degradation.

4 Fill in the Blanks

1. The rapid rate of _____ has led to significant loss of forests and natural habitats.
2. _____ from vehicles and factories is a major contributor to air quality problems.
3. Many countries are investing in _____ energy sources to reduce their reliance on fossil fuels.
4. The total amount of greenhouse gases produced by our activities is known as our _____.
5. Scientists warn that _____ will result in more extreme weather events and rising sea levels.
6. Efforts to preserve _____, such as protecting endangered species, are essential for maintaining ecological balance.
7. Using _____ development strategies can help ensure that natural resources remain available for future generations.
8. Transitioning away from _____ is critical for reducing environmental degradation.

5 Matching Definitions

1. **Climate Change**
2. **Global Warming**
3. **Deforestation**
4. **Renewable Energy**
5. **Carbon Footprint**
6. **Biodiversity**
7. **Sustainable Development**
8. **Conservation**

Grammar Lessons

PRESENT TENSES

A

PRESENT SIMPLE

+S + V(s/es)

I often go for a walk. / She enjoys cooking.

✗ S + do/does + not + V

*I **do not (don't)** often go for a walk. / She **does not (doesn't)** enjoy cooking.*

? Do/Does + S + V

***Do** you often go for a walk? **Does** she enjoy cooking?*

Use	Example
Current habits	Angela drives to work.
To talk about how often things happen	Toby doesn't visit them very often.
Permanent situations	Sergio lives in Manchester.
States	Do you have a nice T-shirt?
General truths and facts	France is in the European Union.
In news headlines	Scientists find ice on the Moon.

☐ We also use **do/does** in the present simple to give our statements emphasis.

Usually the first statement is negative:

"You are not ready for the lesson. You don't have all the tasks." "No, I do have all the tasks."

"She doesn't work hard." "You are wrong, she does work hard."

B

PRESENT CONTINUOUS

! S + am/is/are + Ving

*He **is reading** a book on World War II.*

✗ S + am/is/are + not + Ving

***Are** you **watching** the football*

? Am/Is/Are + S + Ving

*match. I **am** not looking at you.*

Use	Example
Actions happening now	Mike is studying for his exam.
Temporary series of actions	Drivers aren't stopping at the station because of the roadworks.
Temporary situations	Sergio is living in Manchester as a student.
Changing and developing situations	My dog is getting bigger every day.
Annoying habits (<i>always, constantly, forever</i>)	Is Megan always asking you for money, too?

PRESENT TENSES

- ☐ We can also use the present continuous to emphasize that something is done so often that it is characteristic of someone or something. Usually used with words such as *always, constantly, forever*.

A: *"I think I'll stay here after all."* B: *"You're constantly changing your mind."*

Other uses of the Present Simple and Present Continuous

- ☐ in stories and jokes to create the impression the events are happening now:

*She **goes** up to his man and **looks** straight into his eyes. He **isn't wearing** his glasses, and he **doesn't recognize** her...*

- ☐ in live commentaries (sports events):

*Ronaldo **shoots** and **scores** a goal.*

- ☐ when describing a photo or a picture:

In the photo, the man is looking at her.

- ☐ to describe something we regularly do at a certain time (present continuous) :

At seven o'clock I am usually having a shower.

Action and stative verbs

- ☐ There are two types of verbs (**action and stative**) that describe different kinds of actions or states. **Action (dynamic)** verbs describe physical or mental actions. They can be used in continuous forms (**-ing**).

run, jump, talk, write, eat

- ☐ **Stative (state)** verbs, on the other hand, describe a state or condition. They are often used to talk about emotions, sense, or thoughts. They cannot be used in continuous forms (**-ing**).

be, know, like, have, understand

- ☐ However, there are some stative verbs that can be used both as an action and stative verbs.

Stative: *He **appears** to be unhappy (seems).* **Action:** *She was **appearing** in concert at Carnegie Hall (take part).*

look, appear, think, feel, have, see, be, taste, smell, weigh, measure,

PRESENT TENSES

☐ Verbs like *like, dislike, hate, love, sound, look* can also be used in progressive (continuous) form to emphasise that a situation is temporary. Compare:

*Merlin stays with us quite often. The children **love** having him here.*

*Merlin is with us at the moment. The children **are loving** having him here.*

C

PRESENT PERFECT

1.

✗ S + have/has + Ved(3)

S + have/has + not + Ved(3)

? Have/Has + S + Ved(3)

*He **has worked** here for the past 3 years.*

*I **haven't seen** you since you moved to another city.*

***Have** you ever **played** basketball?*

Use	Example
Situations or states that started in the past and are still continuing	I have known him for 3 years.
Completed actions up to the present time	I have been to 10 countries in my life.
Completed actions with a result to the present time without mentioning a time	She has completed her mission.

D

PRESENT PERFECT CONTINUOUS

+

✗ S + have/has + been + Ving

S + have/has + not + been + Ving

? Have/Has + S + been + Ving

*He **has been working** here for the past 3 years.*

*She **has not been working** at the company for long.*

***Have** you **been running**?*

Use	Example
Actions continuing up to the present moment	We have been driving for hours. We need a break.
Actions stopping just before the present moment	I'm out of breath because I've been running for 4 hours.

Difference between the present perfect and present perfect continuous

The present perfect mainly focuses on the **result** of an activity, while the present perfect continuous focuses on the **process**. Compare:

Prices have decreased by 7%.

*He is tired because he has run **8 miles**.*

*Prices have been **decreasing** recently.*

He is tired because he has been

***running** for hours.*

1 Complete the sentences

is having is always complaining is rising complains finds

1. In many countries, the cost of food and bills
2. In the film, the main characterto his boss about the job. His boss responds with an offer that seems too good to be true.
3. He..... If he doesn't like the job, he should find a better one.
4. He.....a hard time at the moment.
5. Study..... that people who choose change are happier.

2 Complete these sentences using the verbs in brackets. Use the present simple or present continuous.

1. Rodriguez **passes** to Messi who just over the bar. Barcelona much more in this half. (~~pass~~ – shoot – attack)
2. A man..... home late one night after the office Christmas party. His wife for him, and sheto him. (arrive – wait – say)
3. I went to a concert yesterday in the Town Hall. In the middle of it, while the orchestra this man suddenly on his seat andto conduct them. (play – stand – start)

3 Read the sentences and underline the correct verb forms.

1. Ryan *is / is being* very rude. Someone should tell him to be quiet.
2. We *have / are having* dinner at an Italian restaurant with some friends tonight.
3. I *don't think / am not thinking* it's a good idea to drive during a snow storm.
4. I *can't see / seeing* very well, so I *see / am seeing* an eye doctor next week.
5. She *has / is having* a lot of work to do today.

4 Complete these sentences using either the present perfect or past simple.

1. I(see) three police cars this morning (it's still morning).
2. A: What's wrong? B: I(break) a glass!
3. My grandparents only(know) each other for a few months before they(get) married.
4. I(be) in London for three years. I love it here.
5. We..... (see) Julie last night.
6. He (be) a teacher before he..... (become) a musician.

5 Complete these sentences using either the present perfect or present perfect continuous.

1. At last! I..... (solve) the problem.
2. Whatrecently? (you / do) Anything interesting?
- 3.- My brother(buy) a new motorbike. It looks great.
- 4 (you / swim)? Your hair looks wet.
5. Oh, There you are! I..... (look) for you everywhere.
6. Sorry we are late. How long(you / wait)?
7. I(know) Peter for a long time.
8. My friends..... (run) for two hours already.
9. I(never / understand) Maths and Physics.
10. The children are tired because they..... (play) all day.

6 Complete the sentences using either the present simple or present continuous

1. You..... fantastic in that dress.
look
She.....at her reflection in the mirror.

EXERCISES

- | | |
|---|----------------|
| 2. She.....in concert at Broadway Hall.
He to be happy. | appear |
| 3. I.....about my family now.
I..... that Mr. Jackson is a good lawyer. | think |
| 4. Ithat we should accept his proposal.
Henry the cat’s nose. | feel |
| 5. Mr. Williamsdishonest right now.
Michael always ready to help. | be |
| 6. I Sam’s talent.
I.....the night sky. | admire |
| 7. Theya BMW .
We.....a party on Saturday. | have |
| 8. The suitcase 30 kilograms.
The butcherthe meat on the scale. | weigh |
| 9. The architects the distance between the pillars.
The screen 60 inches diagonally. | measure |
| 10. The food.....good .
Carl the perfume. | smell |

7 Complete each dialogue with the notes below

continually / change / mind forever / moan / work forever / ask me / money
constantly / criticize / driving ~~always / complain / handwriting~~

1. A: I can’t read this. B: You’re ***always complaining about my handwriting.***
2. A: Can I borrow 10\$? B: You’re
3. A: That was a dangerous thing to do B: You’re
4. A: I think I’ll stay here after all. B: You’re
5. A: I had a bad day at the office again. B: You’re

A

PAST SIMPLE

✓ S + Ved(II)

Mark **talked** to his mother. / Mark **thought** it was a good idea.

✗ S + did + not +

Mark **did not talk** to his mother.

V

Did Mark **talk** to his mother?

?Did + S + V

Use	Example
Single completed action	Yesterday Real Madrid defeated Barcelona.
Repeated actions in the past	I walked to school every day.
Permanent situation in the past	We lived here for 4 years.
General truth and facts about the past	People once believed that the Earth was flat.

- ☐ We also use **did** in the past simple to give our statements emphasis. Usually the first statement is negative:

"Why didn't you bring your umbrella?" "I did bring it."

- ☐ When we talk about two or more past completed events that followed one another, we use the past simple, not the past continuous.

She got up when the alarm clock went off.

B

PAST CONTINUOUS

✓ S + was/were + Ving

*I **was watching** TV at this time yesterday.*

✗ S + was/were + not + Ving

*I **was not watching** TV at this time yesterday.*

? Was/Were + S + Ving

***Were** you **watching** TV at this time yesterday?*

Use	Example
Actions happening at a particular time in the past	She was playing chess at 12 o'clock yesterday,
Actions in progress over a period of time	He was playing computer all morning yesterday.
Annoying past habits (<i>always, constantly, forever</i>)	Was Megan always asking you for money, too?
Temporary actions in the past	George was living at the time.
Two actions happening at the same time	When I was cooking, my son was watching TV.
One action interrupts another action in the past	I was reading a book when he came into my room.

C

PAST PERFECT

- ✓ S + had + Ved(III) She **had** already **left** when I arrived at the party.
✗ S + had + not + Ved(III) She **had not finished** her homework when I called her.
? Had + S + Ved(III) **Had** you already **eaten** when they arrived?

Use	Example
To show the order of past events	By the time we arrived, the movie had already started. (<i>The movie started before we arrived.</i>)
To indicate an action that was completed before another action in the past	She had finished her work before the meeting started.
In reported speech	She said she had never been to Paris before.
For showing cause and effect in the past	He was tired because he had worked all day.

D

PAST PERFECT CONTINUOUS

- + S + had + been + Ving She **had been working** on the project for hours when she finally took a break.
✗ S + had + not + been + Ving She **had not been studying** for long when the power went out.
? Had + S + been + Ving **Had** you **been waiting** long when the bus finally arrived?

Use	Example
To describe a past action that was happening over a period of time before another past event	She had been studying for two hours before the phone rang.
To show cause and effect, especially when something in the past was caused by a prolonged action	<i>He was tired because he had been running all day.</i>
To emphasize the duration of an action that was happening before another event in the past	They had been waiting for an hour when the train finally arrived.

- ☐ When recounting a series of past events, we typically arrange them in chronological order using **the past simple** tense. However, if we want to refer to an event out of order – that is, to mention an event that occurred earlier than the last event in the sequence, we use the **past perfect tense**:

I **wrote** Sam an email to thank him for the present she **had given** me for my birthday last week. But as soon as I pressed the 'send button' I **realized** that I **had made** a mistake and sent it to his brother instead.

- ☐ If the sequence of past events is obvious from the context (such as when time expressions clarify the order), we can often use either the past perfect or the past simple.

*After Michael **had finish (finished)** reading, he put out the light.*

E

USED TO & WOULD

- ☐ When we talk about repeated events in the past that don't happen now we can use either **would** or **used to**.

*I **used to** go jogging every morning.*

*When we were kids, we **would** play outside all day.*

- ☐ We use '**used to**' with both action and state verbs but '**would**' with only action verbs:

*The factory **used to** be over there. (not ... would be)*

*Didn't you **use to** have red hair? (not ... would be)*

*When I was younger, I **used to (would)** go to the park every day.*

- ☐ We can use '**would**' only if the time reference is clear:

*We **used to** play in the garden.*

*Whenever we went to my uncle's house, we **would / used to** play in the garden.*

- ☐ When we are telling a story, we prefer first to use '**used to**' then '**would**':

*We **used to** play basketball. We **would** go to the court and play there all day long.*

1 Complete the sentences using the past simple or past continuous

1. It (rain) when we..... (come) out of the shopping centre.
2. It (happen) very quickly. The car (come) out of the side road and then the van (drive) into the back of it.
3. I(be) ill last week.
4. He (break)his leg when he(ski) .
5. I (look)out of the window and saw that people (walk) in the park.
6. Emma (pass) her exam a few weeks ago.
7. When we (see) the spaceship we stop) the car.
8. When (you buy) the car? – I (buy) it a few years ago.
9. He (sit) in the garden when a wasp (sting) him in the nose.
10. Claire (go) to Egypt last month.

2 What is the difference in meaning between these sentences?

1. When I arrived,
 - ... she cooked dinner.
 - ... she was cooking dinner.
 - ... she had cooked dinner.
2. She spoke good French because
 - ... she lived in France.
 - ... she had lived in France.
3. I listened to music
 - ...when I had done my homework.

4. When I got home,
... the children went to bed.
... the children had gone to bed.
5. She gave me a book,
... so I read it.
... but I had read it.

3 Complete the sentences using the past perfect or past perfect continuous

1. After I the letter, I that I
..... the wrong address on it. (**post, realise, write**)
2. John asked me where I the day before. (**be**)
3. At this time yesterday, we for 6 km. (**already walk**)
4. When I through the streets of Madrid, I
..... about the magnificent time I there as a
student. (**walk, think, spend**)
5. It was the first time that she me to dinner. (**invite**)
6. As soon as the maid scrubbing the kitchen floor, she
..... working in the garden. (**finish, start**)
7. We started to worry about Jimmy because we him all
afternoon. (**call**)
8. They their way out of town before the sun
(**already make, rise**)

4 Complete the sentences using past tense forms

1. By the time she arrived, we (**already/leave**).
2. While I (**walk**) to the store, I saw an old friend.
3. They (**not finish**) their dinner when the guests arrived.
4. I (**study**) all afternoon, so I was really tired by evening.
5. When I was younger, I _____ (**ride**) my bike to school every day.

6. He (**work**) at the company for ten years before he decided to quit.

7. We (**wait**) for hours when the storm finally passed.

8. She (**read**) for two hours when her brother called her.

9. I (**never/see**) such a beautiful painting before.

10. He (**already/eat**) by the time I got to the restaurant.

5 Complete the following sentences by using "used to" or "would" in the appropriate form. Use both when possible.

1. When I was younger, I spend my summers at my grandparents' house.

2. We always play board games on rainy days.

3. She have a pet dog named Max when she was a child.

4. My dad tell me bedtime stories every night.

5. They live in a small town before moving to the city.

6. There be a nice building here.

7. We go camping in the mountains every summer.

8. When I was in school, I walk to class with my best friend.

9. He be afraid of the dark when he was little.

10. My mom bake cookies every Sunday.

To refer to the future we use different tenses:

- future simple (will) be going to
- present simple (present perfect) present continuous

Difference between the future simple and be going to

Both "will" and "going to" are used to talk about the future, but they are used in different ways. Compare:

A FUTURE SIMPLE (WILL)

Use	Example
Instant decision (at the moment of speech)	<i>I'm thirsty. I think I will buy a drink.</i>
Prediction (opinion)	<i>I think he will be a good man.</i>
Promise	<i>I promise I will call you.</i>
Refusal	<i>I will help you buy I will not (won't) lend you any money.</i>
Offer	<i>We will help you with anything you need.</i>
Suggestion (shall)	<i>Shall we start the lesson?</i>
Request	<i>Will you please help me with this task?</i>
Habitual events	<i>Clara will start to get upset if she has to eat carrot or meat.</i>

B BE GOING TO

Use	Example
Prior plans (before the moment of speech)	<i>They are going to get married next week.</i>
Prediction (evidence, sign)	<i>I think it is going to rain. I just felt some drops.</i>
About to happen (any moment now)	<i>Watch out! It's going to fall on you.</i>

- ☐ We use **will** rather than **going to** to make a prediction based on our opinion or experience:

*Why not come over at the weekend? The children **will** enjoy seeing you again.*

We use **going to** rather than **will** to make a prediction based on present evidence:

*The sky has gone really dark. There **is going to** be a storm.*

We can also use the following tense to refer to the future:

Present Simple or Present Perfect

To talk about scheduled or timetabled events:

*The train **leaves** at 6:00 p.m.*

- ☐ When certain conjunctions are used (*after, before, as soon as, when, until, unless, by the time, once*):

*When she **finishes** (**has finished**) her project, she will get paid.*

- ☐ *Once we **sign** (**have signed**) the contract, the project will begin.*

Present Continuous

- ☐ Arrangements made before the moment of speaking:

*Are you **installing** the new computers next week?*

Difference between the present continuous and be going to Present Continuous

- ☐ We typically use the present continuous for plans that are **arrangements** – ones that have already been confirmed with someone else, and where the **time** and **place** are known:

*I'm **meeting** Jane at 8 o'clock on Saturday.*

*We're **having** a party next Saturday. Would you like to come?*

- ☐ We often use the present continuous to ask about **people's future plans**.

***Are you doing** anything interesting this weekend?*

FUTURE TENSES**Be going to**

- ☐ We use **going to** to talk about plans decided before the moment of speaking.

*I'm **going to** phone Mum after dinner. I told her I'd call at 8 o'clock.*

*I'm **going to** wear my black dress tonight.*

- ☐ We don't normally use "go" and "come" with the "going to structure":

*I **am going to** the cinema tonight. (not ... **going to go**)*

*Are you coming around today? (not ... **going to come**)*

C**FUTURE CONTINUOUS**

- ☐ We use **the future continuous** for actions that will be in progress at some time in the future:

*Don't call me at 6 because I **will be driving** home from work.*

*At 11:30 tomorrow, we **will be giving** a presentation in English class.*

*He **will be watching** the football game tonight at 8.*

D**FUTURE PERFECT**

- ☐ We use **the future perfect** when an action will be completed before a future date:

*I **will have written** a book before I am 40.*

*By the time we get to the theater, the movie **will have started** already.*

*We **will have traveled** to 12 different countries by 2030.*

E**FUTURE PERFECT CONTINUOUS**

- ☐ We use **the future perfect continuous** for actions in progress up to a point in the future:

*By the time she graduates, she **will have been studying** for 5 years.*

*By 7 PM, I **will have been working** on this project for 8 hours*

*straight. By this time next year, they **will have been living** in Italy for 6 years.*

Other ways of talking about the future

Be to + V is often used in news reports to refer to events that are likely to happen in the near future:

*Police officers **are to visit** every home in the area.*

Be about to + V is mainly used in conversations to say that something will happen in the very near future:

*Wait a bit, we **are about to finish** soon.*

Be due to + V is used to say that something is expected to happen at a particular time in the future:

*The company's chief executive **is due to retire** next week.*

Be sure (bound) to + V is used to say that something is likely or certain to happen in the future:

*You **are sure (bound) to get lost** if you don't keep to the path..*

Be set to + V is used to say that something is ready to happen:

*We **are set to go**. We are all ready, shall we leave?*

1 Complete the sentences using be going to or will

1. Sally: There's no milk left!
Betty: Oh. I..... some from the shop. **(get)**
2. The population of Valencia2 million by the year 2050. **(reach)**
3. Mum: I told you to tidy up your room.
Son: Sorry, Mum, I forgot. I..... it after lunch. **(do)**
4. Sally: Why don't we meet for coffee on Friday morning?
Willy: Sorry. I can't. Ithe doctor then. **(see)**
5. "Tomorrow a bright and sunny day everywhere in Spain, except in La Coruña," said the weatherwoman. **(be)**
6. Look at that big black cloud. I think it**(rain)**
7. Sally: What are your plans for the weekend?
Betty: Brad Pitt phoned. We on a picnic. **(go)**
8. Betty: Don't worry. It's all organised. I..... to the travel agent's tomorrow morning. **(go)**
9. In the future, people..... bigger heads. **(have)**
10. That glass is too near the edge. I think it..... **(fall)**

2 Fill the gaps with the verbs in brackets using either the Be Going To or the present continuous.

1. Jack and I in London this Saturday. **(meet up)**
2. Sam..... around Thailand this autumn. **(travel)**
3. Jane.....writing a blog soon. **(start)**
4. Johnin a concert this Saturday night. **(play)**
5. Maggie..... a year in South Korea teaching English. **(spend)**
6. Sue and Carlos solar panels for their house. **(get)**
7. Sinead her old school friends on Sunday. **(meet)**

8. Ito the doctor's on Thursday. (go)

9. Sorry. I can't go on Sunday. I my grannie then. (visit)

10. Ia pendrive this afternoon. (buy)

3 Choose the correct option to fill the gaps.

1. What time work on Monday?

a. do you finish b. will you finish c. are you going to finish

2 this weekend?

a. Do you go out b. Will you go out c. Are you going out

3. I'm sorry I made you so angry. I it again.

a. won't do b. 'm not going to do c. 'm not doing

4. It's really hotthe window, please?

a. Are you going to open b. Will you open c. Do you open

5. I don't think I..... come tomorrow.

a. 'm being able to b. am able to c. will be able

4 Fill in the blanks with the correct future tense form.

1. By the time you arrive, I.....(finish) my homework.

2. We..... (travel) to Italy next summer.

3. By next week, she(work) at her new job for two years.

4. I(wait) for you at the bus stop at 5 p.m.

5. In two hours, they (finish) the project.

6. At this time tomorrow, I (fly) to Paris.

7. By the end of the month, we (complete) the renovations on our house.

8. By the time you get home, we(eat) dinner.
9. In five years, I..... (live) in a different city.
10. By 8 p.m. tonight, I(read) five chapters of this book.

5 Correct the mistakes in the sentences (if any).

1. By next year, she will have been working at the company for 10 years.
2. At this time next week, I will having a meeting with my boss.
3. In 2025, they will have finished their project by the deadline.
4. By the time you arrive, I will been studying for three hours.
5. Tomorrow at 9 a.m., I will be work in the garden.

6 Write sentences using the following prompts with the appropriate future tense.

1. By next summer / we / move / to a new house.
2. By 8 p.m. tonight / I / complete / the assignment.
3. At this time next year / she / travel / around Europe.
4. In two weeks / they / finish / the construction.
5. By next Friday / I / work / here for five years.

7 Choose the correct future form.

1. This time next week, I..... (to work) on a new project.
a) will work b) will have worked c) will be working d) will have been working
2. By 2025, I (to graduate) from university.
a) will have graduated b) will be graduating c) will have been graduating
3. We..... (to travel) for 5 hours by the time we get to the airport.
a) will travel b) will have traveled c) will be traveling d) will have been traveling

CONDITIONALS

Conditional clauses (If clauses) describe the result of a certain condition. They are typically used to show cause-and-effect relationships and to talk about hypothetical situations, future possibilities, or things that might have happened in the past:

If you study hard, you will pass your exams.

↓
condition

↓
result

They are four main types of conditionals in English grammar:

- Zero conditional
- First conditional
- Second conditional
- Third conditional

ZERO CONDITIONAL

If + Present Simple, Present Simple

refers to the present time

We use the zero conditional to talk about things that are generally true, especially for laws and rules, general or scientific facts:

*If I **drink** too much coffee, I **can't sleep** at night. Ice **melts** if you **heat** it.*

*When the sun **goes down**, it **gets** dark.*

FIRST CONDITIONAL

If + Present tenses, will, can, may, be going to

refers to the present or future time

We use the first conditional when we talk about real or likely conditions in the present or future and their results in the present or future:

*If you **have** a birthday party, you **will get** loads of presents.*

*If you **are working** till half past six, we **will have** dinner at about eight.*

*I'll **lend** you War and Peace if I **have finished** it before you go on holiday.*

*If you **haven't paid** the bill by Friday, we **are taking** the carpets back.*

We can also use **might, could, should** instead of **will** depending on the meaning:

*If you **have** a birthday party, you **might get** loads of presents.*

We can also use **when, before, after, as soon as, until, till, in case, unless** instead of **If** depending on the meaning:

*I'll leave **as soon as** the babysitter arrives.*

*I won't stay in London **unless** I get a well-paid job. (if I don't get...)*

If ... will

We can also use **will** in the **If clause**:

when we talk about a result of something rather than condition:

*Open a window if it **will help** you to sleep. (or If it helps you...)*

*If it **will save** our marriage, I'll try to give up drinking. (or If it saves)*

if you will / would = if you wouldn't mind...

*If you **will / would take** your seats, ladies and gentlemen, we can begin the meeting. (If you wouldn't mind taking your seats...)*

if you won't... = if you refuse to...

*If she **won't come** to Sardinia with us, there's nothing we can do to make her.*

(If she refuses to come...)

If ... happen to / If ... should

We also used the **If ... happen to / If ... should** structure when something is possible but unlikely to happen

*If you **happen to** be in our area, drop in and see us.*

*If you **should** bump into Alex at the concert, you will be able to get a lift home.*

C

SECOND CONDITIONAL

If + Past simple (continuous), would, might, could

refers to the present or future time

- ☐ The second conditional is used to imagine present or future situations that are impossible or unlikely in reality:

*If I **won** a lot of money, I'd buy a big house in the country.*

*If you **were flying** to Rio, **would** you **get** there much quicker? I **wouldn't** worry if I **were** you.*

*If **your mother were** here, I'm sure she **wouldn't** let you eat all those chocolates.*

*My job would not exist if **it were** not for government funding.*

D

THIRD CONDITIONAL

If + Past Perfect, would, might, should + have + V3(ed)

refers to the past time

We use the third conditional to talk about something in the past that did not happen and we often express regret:

*If I'd known, I **would have worn** something nicer.*

*I definitely **would've remembered** if you'd told me!*

*If they'd told me, I **might have been able to** help.*

*If I hadn't been working, I **would have gone** to the party.*

E

MIXED CONDITIONAL

Mixed conditionals are a combination of two types of conditional patterns, usually **second** and **third** conditionals. Compare:

*If I **were** rich (present), I'd **buy** that house (present). (2nd conditional)*

*If you **had studied** more (past), you **would have passed** the exam (past). (3rd)*

*If I **were** rich (present), I **would have bought** that house (past).*



I am not rich now, If I were, I would have bought that house in the past

CONDITIONALS

If I **had listened** to my parents, I **wouldn't be** in so much trouble now.

If I **had** a mobile phone, I **would have called** you last night.

If he **wasn't** French, he **wouldn't have moved** to Paris.

If I **had gone** to bed earlier last night, I **wouldn't be** so tired now.

F

I WISH / IF ONLY

We use this structure to talk about something we would like to change:

S + wish / If only + Past Simple / Continuous

to talk about a present situation we would like to be different

If only we **knew** what to do.

He wishes he **could** afford a

holiday. I wish I **had** a friend like

you.

I wish I **was studying** history instead of biology.

To express desires about the future, we use **hope**:

I **hope** I will have enough money to buy these shoes next week.

S + wish / If only + Past Perfect

to talk about something we would like to change about the past

They wish they **hadn't eaten** so much chocolate. They're feeling very sick now.

If only I **'d studied** harder when I was at school.

If only I **had known** Zara was having a sale last week.

S + wish / If only + would(n't)

to express frustration with someone's actions or inactions, often feeling that they are unlikely or unwilling to change.

I wish you **wouldn't** borrow my clothes without asking.

I wish it **would** rain. The garden really needs some water.

She wishes he **'d** work less. They never spend any time together.

If only Henry **would** get a haircut.

1 Fill in the blanks with either zero or first conditional.

1. If he (eat) all that, he will be ill.
2. The police (arrest) him, if they catch him.
3. If he runs, he (get tired).
4. If he (be) late, we'll go without him.
5. If you touch fire, you (get burned).
6. He'll be late for the train if he (not start) at once.
7. Ice (turn) to water if you heat it.
8. If it (snow), we (build) a snowman.

2 Fill in the gaps with IF CLAUSE type 0-1-2. Use the words in brackets

1. Bob is a poor boy. If he (be) rich, he (live) in a villa.
2. If I (can/pass) all of my exams, I (graduate) next term.
3. If someone (tell) me a lie, I (get) angry with him/her.
4. Mr. Woody hasn't won the lottery. If he (win) a lottery, he
(spend) all his money for his grandchildren.
5. If her husband (not/come) to the ceremony, Jane
(not/attend).
6. What (happen) if you (shake) a can of Cola before opening it?
7. Melissa is ill now. She (join) the party if she (not/be) ill.
8. What you (do) if you (become) the headteacher of
the school?
9. What you (do) if you (finish) this exercise earlier
than your friends?
10. What you (do) if you (find) a wallet in the street?

3 Analyze the following sentences and tell the difference between them.

1. If you study harder, you will pass your IELTS exam.

If you had studied harder, you would have passed your IELTS exam.

2. If she had more free time, she would watch "Avengers".

If she had had more free time, she would have watched "Avengers".

3. We could have seen the show if we had bought the tickets in advance.

We can see the show if we buy the tickets in advance.

4. She would travel the world if she had a passport.

She would have travelled the world if she had had a passport with her.

She would have travelled the world if she had a passport.

4 Match the two sentence halves and write a–g next to the numbers 1–7

1. ... I wouldn't have overslept

a. if you'd asked.

2. ... If she had gone to bed earlier,

b. you wouldn't have been so stressed

3. ... I could have lent you the money

at the last minute.

4. ... They wouldn't have found out

c. she wouldn't have been so tired.

5. ... You could have been a doctor

d. if you had studied medicine.

6. ... If you'd been more organized,

e. if my alarm clock had gone off.

7. ... If they'd taken my advice,

f. they wouldn't have had so many problems.

g. if you hadn't told them.

5 Complete the sentences using the third conditional

1. He didn't get the job. He couldn't buy a bigger flat. = If he'd got the job, ... a bigger flat.

2. You didn't say you were sorry. She left. = She wouldn't have left if ... you were sorry.

3. You didn't tell us earlier. We didn't do anything. = We could have done somethingus earlier.

4. You stopped quickly. We didn't crash. = If you hadn't stopped quickly,
... crashed.
5. You didn't listen to me. This happened. = This never would have happened
if you to me.
6. You didn't apply for the job. You didn't get an interview. = You might
... if you'd applied for the job.
7. I went to the party. You persuaded me to go. = I wouldn't have
... me to go
8. I didn't know she was coming. I didn't wait for her. = I would
... if I'd known she was coming.

6 Choose the correct option to fill in the gaps.

1. If he (be) the boss, he..... (not agree) to work with that client.

(Unreal present situation with a past result.)

A: was, wouldn't had agreed B: was, won't have agreed C: was, wouldn't have agreed

2. If he (put) his computer away, it (not be) damaged.

(Unreal past situation with a present result.)

A: had put, wouldn't be B: had puted, wouldn't be C: had put, wouldn't have been

3. If you (take) the train instead of the bus, you..... (be) at home.

(Unreal past situation with a present result.)

A: have taken, would be B: had taken, would have been C: had taken, would be

4. If Amanda (have) three children, she..... (need) to buy a new car.

(Unreal present situation with a past result.)

A: had, would have needed B: had, would had needed C: had have, would needed

5. If we (go) to the beach this morning, we (still / be) there now.

(Unreal past situation with a present result.)

A: have gone, would still be B: had gone, would still be C: have gone, would still been

7 Choose the correct option to fill in the gaps.

1. If only they _____ you for advice before they started the project. You're the expert!

A: would ask B: had asked C: asked

2. He wishes he _____ back in time and visit Ancient Rome.

A: would travel B: could travel C: could have travelled

3. I wish she _____ her shoes there. I'm always falling over them.

A: wouldn't leave B: left C: wouldn't have left

4. The traffic on the roads was terrible. I wish we _____ the train instead!

A: would catch B: caught C: had caught

5. I'm not saying it again. I wish _____ when I'm talking.

A: you listen B: you will listen C: you would listen

8 Fill in the gaps using either hope or wish.

1. I you impress the interview panel tomorrow.

2. I they offer you a high salary.

3. I you had a more conscientious attitude.

4. We our son has a successful future.

5. I you were more like your mother.

6. We we had a more generous budget for the renovations.

7. I I never see that man again.

8. I I had not lost my temper with the client.

9. We our pupils a safe journey and a memorable homestay.

10. I you will never forget me.

1 Rewrite correctly. Change the words or phrases in bold.

1. My brother is **often getting up** late on Saturday mornings.
2. **Are you speaking** any other languages apart from French?
3. **I already buy** all my New Year presents and it's only September!
4. It's the first time **I'm ever having** a party at home.
5. Actually, I think John **does works** quite hard sometimes.
6. Michael is **never eating** Japanese food before.
7. Paul **already books** a table for tonight.
8. **Needs Carlo** any help painting her new flat?

2 Choose the correct answer.

- | | |
|--|---|
| 1. Paul a shower at the moment, so could you call back in about half an hour?
A. takes
B. is taking
C. has taken
D. has been taking | 4 TV for the last five hours? Turn it off and get some exercise!
A. Do you watch
B. Are you watching
C. Watched you
D. Have you been watching |
| 2 to London before?
A. Do you ever go
B. Are you ever going
C. Have you ever been
D. Have you ever been going | 5. Sam, football competitively or just for fun?
A. do you usually play
B. are you usually playing
C. have you usually played
D. have you usually been playing |
| 3. I to all the local newspapers and TV stations to complain.
A. already write
B. already writing
C. have already written
D. have already been writing | 6. That's the first time an answer right today!
A. I get
B. I am getting
C. I have got
D. I have been getting |

REVISION (UNITS 1, 2, 3, 4)

7. Jessica has..... left, I'm afraid.

- A. already
- B. yet
- C. still
- D. so far

8. Actually, I.....a cup of tea first thing every morning but then I switch to coffee.

- A. do drink
- B. am drinking
- C. have drunk
- D. have been drinking

9. Unfortunately, Simone.....a day off very often.

- A. doesn't get
- B. isn't getting
- C. hasn't got
- D. hasn't been getting

10. Dan..... in the living room while we redecorate his bedroom.

- A. sleeps
- B. is sleeping
- C. has slept
- D. does sleep

3 Complete using the correct form of the verb in brackets.

1. Where (you / go) when I saw you on the tram last night?

2 (you / enjoy) the movie?

3. When we shared a room, Joel (always / take) my things. It was so annoying!

4. When I went to get the tickets, I realised I.....(not / have) any money.

5. When I was young, we.....(go) to London every year on holiday.

6. Eminem (become) famous for the song *Lose Yourself*.

7. When you rang last night, I.....(work) in the garden so I didn't hear the phone.

8. I (hear) from Carl last night. He says hello.

9. The old man (appear) to be very tired and he

slowly sat down.

10. We (throw) a surprise party for my brother last Sunday.

4 Circle the correct word or phrase.

- 1. When he was a boy, my father **would / used to** live in a village.
- 2. I really can't **be / get used to** having a new baby sister.
- 3. People **would / are used to** die of diseases in the past that we can cure today.
- 4. There **would / used to** be a cinema on this corner, but they knocked it down.
- 5. It was strange at first, but I'm used to **play / playing** the bagpipes now.
- 6. Didn't you **use to / be used to** have ginger hair?
- 7. Samuel was **being / getting** used to the idea of joining the army.
- 8. People never **would / used to** be so worried about crime in this area.

5 If a word or phrase in bold is correct, put a tick (✓). If it is incorrect, rewrite it correctly on the line, including all possibilities.

- 1. The universe **is going to** continue to expand for billions of years.
.....
- 2. Look out! **You will** hit the car in front!
- 3. **I'm going to** do the washing-up tonight, if you like.
.....
- 4. Do you think that, in the future, people **will** live to be hundreds of years old?
.....
- 5. **Will** I carry some of those bags for you, or can you manage?
.....
- 6. I know! **I'm going to** have a barbecue on my birthday!
.....
- 7. **Are you going to** just hold this door open for me for a minute? Thanks a lot!

8. We've decided **we will try** that new restaurant after the play tomorrow night.

9. **We're going to** fly to Jamaica in the summer.

10. **Shall** we invite Tony and Tim round tonight?

11. **Are we going to** invite Tony and Tim round tonight?

12. **Will you go to** Jason's party next Saturday?

6 Choose the correct answer.

1. This time next week, we
the biology exam.

- A. have finished
- B. have been finishing
- C. will have finished
- D. will have been finishing

2. When I grow up,an
inventor.

- A. I'm being
- B. I'm going to be
- C. I will have been
- D. I will be being

3. Thompson will.....her research
for the next few weeks.

- A. have done
- B. be doing
- C. have been doing
- D. have been done

4. Next year, Joel will.....patients
at this hospital for twenty-five years.

- A. have been treating
- B. treat
- C. be treating
- D. be going to treat

5. 'What is it?'

'We won't know untilat it under
a microscope.'

- A. we're going to look
- B. we'll have looked
- C. we'll be looking
- D. we've looked

6. You won't get any radio reception
whilethrough the tunnel.

- A. you've driven
- B. you'll drive
- C. you're driving
- D. you'll be driving

7. 'I'm going to set up the equipment
in a minute.'

'.....give you a hand?'

- A. Shall I
- B. Will I
- C. Would I
- D. Do I

REVISION (UNITS 1, 2, 3, 4)

7 Choose the correct answer.

If this theory about parallel universes **(1)** correct, it **(2)** that we're living in more than one universe at the same time. But if that **(3)** true – if I was doing different things in different universes – **(4)** about it.

And if I **(5)** about it, how could it be me doing these things?

If I **(6)** the lottery last year in a parallel universe, and decided to sail around the world, how is that 'me'? It doesn't make sense!

And another thing. If I do something, it **(7)** consequences. For example, if I **(8)** study, I might not pass my exams. I can't start thinking about different universes where the consequences are different. If I just **(9)** about the universe I actually live in, then I'm sure **(10)** okay!

- | | | | |
|---------------------|-------------------|--------------------|-----------------|
| 1. A. will be | B. is | C. would have been | D. has been |
| 2. A. has meant | B. meant | C. had meant | D. means |
| 3. A. will be | B. was being | C. were | D. has been |
| 4. A. I'd know | B. I'll know | C. I have know | D. I know |
| 5. A. wouldn't know | B. don't know | C. won't know | D. didn't know |
| 6. A. had won | B. was winning | C. have won | D. win |
| 7. A. would have | B. would have had | C. will have | D. had had |
| 8. A. won't | B. haven't | C. don't | D. hadn't |
| 9. A. think | B. to think | C. am thinking | D. have thought |
| 10. A. I'd be | B. I've been | C. I'd have been | D. I'll be |

8 Complete using the correct form of the verbs in brackets.

1. If **(you / do)** your homework last night, you'd know the answer to this question!

2. We **(not / stand)** by the side of the road at the moment trying to get a lift if **(we / bring)** a spare tyre with us.

REVISION (UNITS 1, 2, 3, 4)

3. If I..... (**not / stay up**) so late last night, I
..... (**not / feel**) so tired this morning!
- 4..... (**I / be**) in terrible trouble right now if you
..... (**not / help**) me.
5. If I had a video recorder, (**I / record**) the match
last night.
- 6..... (**I / ask**) for Carl's phone number when I met
him if I (**not / already / have**) a boyfriend!
7. If Tracy..... (**not / live**) so far away, he
..... (**not / be**) so late to the barbecue yesterday.
8. Brook (**not / need**) extra lessons last month if
she (**be**) as good at biology as you are.
- 9..... (**you / got**) a job when you left school if the
university..... (**not / offer**) you a place?
10. If you..... (**have**) as much money as she does,
..... (**you / retire**) by now?

A

GENERAL

There two types of voice in English : active and passive. In active voice, actions are done by the subject in a sentence.

We use passive voice when subject is performing or receiving the action of verb in a clause. i.e. the subject does not do the action themselves but having the action done to them by something or someone else.

B

FORMULA FOR PASSIVE VOICE

SUBJECT+ SOME FORM OF VERB TO BE + PAST PARTICIPLE

The film stars is always waited by fans outside of the hotel

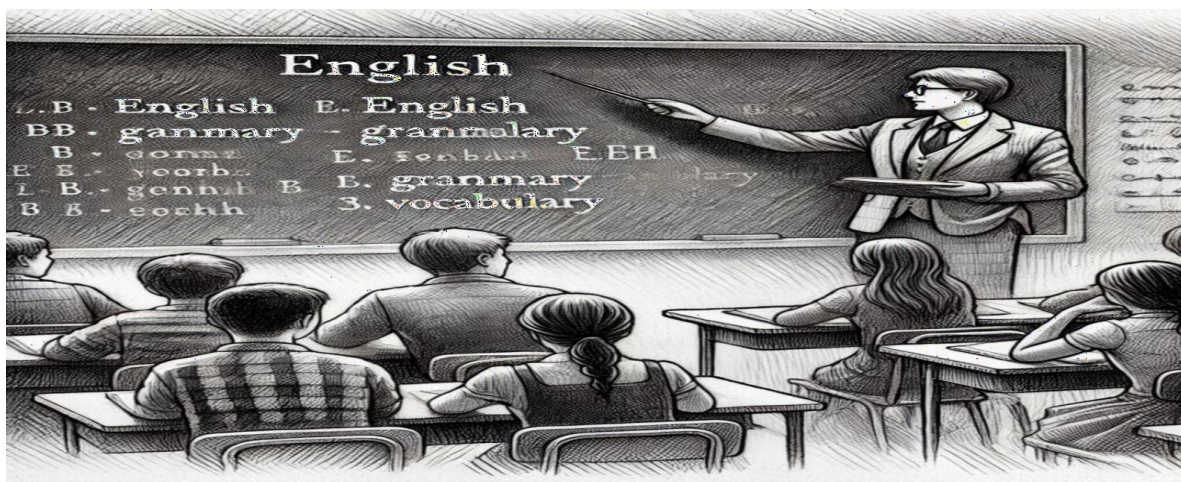
The book was published by the government press house

The house will be destroyed by the decision of the judge

Identifying the actor in passive voice

In passive voices to show the actor (subject) in a sentence we use preposition "by" before the noun.

Example: The lesson is conducted by the professor of the university



PASSIVE VOICE 1

C

ACTIVE VOICE	PASSIVE VOICE
Simple present subject+ do/does verb 1	is/am/are+Verb 3.
Present continuous Subject +am/is/are+ verb 1 ing	is/am/are+being+Verb 3
Present perfect tense Subject+have+verb 3	has/have+been+Verb 3
Past simple Subject+ verb 2 (did)	was/were+Verb 3
Past continuous : Subject+was/were+verb 1ing	was/were+being+Verb 3
Past Perfect Tense Subject+had+verb3	had+been+Verb 3
Simple future tense Subject+will/shall+verb 1	will/shall+be+Verb 3
Future continous Subject+will/shall be+verb 1 ing	will/shall+being+Verb 3
Future perfect tense	has/have+been+verb 3

Remember: Perfect Continuous Tense is not used in Passive Voice

D

Modals in passive voice

Present tense of modal verbs in passive voice.

Modals+be+ past participle

Past tense of modal verbs in passive voice

Modals + have been + past participle

1 Fill in the blanks with the passive voice of the verb in parentheses ().

Choose an appropriate tense.

1. Most American movies in Hollywood. (produce)
2. Let's get some pancakes. It's fresh. It.....right now.(make)
3. Job listingsin the newspaper. (can/find)
4. Children ... to watch TV in the evenings.(not/allow)
5. Hurry! The answers.....in ten minutes. (announce)
6. In 1929, only fifteen awards (present)
7. Before 1941, the criminals' names in newspapers the night before the crime. (publish).

2 Fill in the blanks with the passive voice of the verb in parentheses (). Use the past tense.

1. Mickey Mouse _____by Walt Disney. (create)
2. The movie projector_____by Thomas Edison. (invent)
3. Romeo and Juliet_____by William Shakespeare in 1595. (write)
4. Romeo and Juliet_____into a movie in 1968. (make)
5. My Heart Will Go On_____by Celine Dion. (sing)
6. Star Wars_____by George Lucas.(direct)

3 Fill in the blanks with the passive voice of the verb in parentheses (). Fill in the blanks with the correct form of the verbs in parentheses

1. This rule _____(must/enforce) strictly. (*Present*)
2. A new law _____(should/introduce) to improve road safety. (*Present*)
3. The painting _____(can/see) in the museum last year. (*Past*)
4. The project _____(may/complete) by next month. (*Present*)
5. The documents _____(must/sign) before the meeting. (*Present*)
6. A mistake _____(could/make) during the experiment. (*Past*)
7. The invitations _____(should/send) yesterday. (*Past*)
8. More trees _____(ought to/plant) to reduce pollution. (*Present*)
9. The bridge _____(might/build) in the 18th century. (*Past*)
10. The problem _____(has to/solve) as soon as possible. (*Present*)

4 Make sentences in passive voice for each tense and modals . Look at the pages above. Read your sentences to your friend and discuss.

Passive Voice – Contextual Fill in the Gaps

Task 5 Read the short story “Nuisance” (written by Doris Lessing) and complete the sentences with the correct passive form of the verbs in brackets. (Present Simple, Past Simple, Past Continuous Passive)

Verb list for help:

see – avoid – consider – observe – hear – disturb – watch – respect – describe – fear – deceive – control – shape

The women in the village _____ (see) as beautiful by everyone, but one of them, known as “*The cross-eyed one*,” _____ (avoid) by most people. Her appearance _____ (consider) strange, and her work at the well _____ (observe) from a distance. Every morning, the sound of the bucket hitting the rock _____ (hear) across the yard as she struggled to draw water. The surface of the well _____ (disturb) by drops that splashed over the edge, while her heavy movements _____ (watch) with silent pity. Her husband, “*The Long One*,” _____ (respect) for his skill with cattle. He _____ (describe) as thin, nervous, and always alert. His sharp words _____ (fear) by every labourer on the farm. Even the narrator’s father admitted that this man _____ (not easily / deceive)*. In his work, every ox _____ (control) with a strange mixture of care and cruelty, as if the animals themselves _____ (shape) by his restless energy.

Task 6. Rewrite the sentences in the Passive Voice

1. The cross-eyed woman **used to lag** behind the others on the road.
2. She **wore** the traditional dark-patterned blue stuff looped at the waist.
3. She **strained** at the windlass to bring the bucket up from the well.
4. The water **disturbed** the surface of the tiny mirror at the bottom.
5. The Long One **handled** oxen with a delicate brutality.
6. My father **respected** him after every quarrel.

A

When to use passive voice

Passive voice is used when the subject is unknown or irrelevant

Example: In early Middle Ages the junction of 4 towns and up to 20 palaces and settlements were formed in Tashkent oasis.

We use passive voice when we emphasize the action, that is verb and object rather than a subject of the sentence.

Example: My grammar book was stolen yesterday.



B

Grammatically, using passive voice is not wrong instead it gives a chance to sound more clear especially to reports or state a fact.

Example: Tons of gold is dig in Uzbekistan

in recent years, great attention has been paid to teaching foreign languages

Using passive voice in laboratory research and research papers which are in a scientific genre is more common

C When to avoid using passive voice

Passive voice can be uncertain about who is responsible for the action, as a result in academic writing it may bring difficulties in academic writings.

Example: “Both Hamlet and Laertes seek revenge. They are driven.”

Sometimes using too many passive voices in writing may be attempts of student to cover their lack in word or knowledge

Example: The smartphone was invented in the 21 century (I do not know who invented it.)



Sentences in passive voice are often longer which makes it hard to understand in one reading.

Example: Since the report was submitted by Saida on behalf of the team, the credit for the project should be given to her.

Example:

1

Answer the questions.

1. Why is the passive voice preferred in reports or stating facts?
2. What is an example of using the passive voice in scientific research?
3. When do we use the passive voice?
4. Why is the subject sometimes omitted in passive voice sentences?
5. In what types of writing is passive voice more commonly used?
6. How does passive voice help in emphasizing the action rather than the subject?

2

The Stolen Painting

Last night, the famous painting *The Golden Sunset* _____(steal) from the city museum. The police arrived quickly, and an investigation _____(start) immediately.

The security guard reported that the alarm _____(trigger) at around midnight, but by the time the officers arrived, the thieves _____(already/escape).

In the morning, fingerprints _____(find) on the museum walls, and a torn piece of cloth _____(discover) near the broken window. A statement _____(give) by a witness who claimed to have seen a suspicious van parked outside the museum around the time of the robbery.

By the afternoon, a suspect _____(arrest), and further investigations _____(carry out) to find the stolen artwork. The police hope that the painting _____(recover) soon and returned to the museum where it belongs.

3 Answer the questions.

1. Which of the following sentences is in the passive voice?

A) The teacher explains the lesson.

B) The lesson is explained by the teacher.

2. Identify the sentence that uses passive voice correctly:

A) The book was read by Sarah.

B) Sarah read the book.

3. What is the passive form of the sentence: "The chef cooked the meal"?

A) The meal is cooked by the chef.

B) The meal was cooked by the chef.

4. Which sentence is not in the passive voice?

A) The novel was written by the author in 1995.

B) The author wrote the novel in 1995.

5. Choose the correct passive voice form of this sentence: "They have finished the project."

A) The project had finished by them

B)) The project has been finished by them

4 Choose the correct form of the given verbs in passive voice in the sentences:

1. The letter _____ yesterday. (send)

2. The homework _____ by the students tomorrow. (complete)

3. The car _____ by the mechanic right now. (repair)

4. The new book _____ next month. (publish)

5. The song _____ by the famous artist last year. (write)

5 Change the following active sentences into passive voice.

1. The teacher explains the lesson every day.

2. The chef prepares the food in the kitchen.

3. They will announce the results tomorrow.

4. The company produced a new product last year.

5. People speak English all over the world.

6. My mom waters plants every day in the morning.

7. They have just released new song

6 Complete the sentences with the correct form of the verb in the passive voice.

1. The room _____ (clean) every morning by the staff.

2. The concert _____ (cancel) because of the rain.

3. A new movie _____ (release) next summer.

4. The package _____ (deliver) by the courier today.

5. The rules _____ (change) last month.

NON-FINITE FORMS OF VERB 1

A**GENERAL**

Non-finite forms of verb such as infinitive gerund, participle look similar with verb but actually, they can not present the verb function. They do not serve as the main verb in sentences. They have no tenses, they are neutral.

Example: go, to go, going, gone.

B**INFINITIVE WITH TO AND WITHOUT**

The infinitive is the basic dictionary form of a verb and it may come with to. Infinitive is used in different ways. They can be used alongside a verb as a noun phrase, as a modifier and etc.

Example: I stopped to greet with her.

C**We can use multiple infinitives in one sentence.**

Example: She is planning to work in a daytime and to study in the evening.

D**BARE INFINITIVE OR INFINITIVE WITHOUT TO**

Sometimes infinitive in sentences is used without to. Because some verbs require bare infinitive after them. They are all modal verbs, do/does, hear, let, make and have.

Example: I can play a chess.

I do help them.

My mom did not let me play a game.

Remember : the verb help can be used with both to-infinitive and bare infinitive.

Example: I help you carry your things

I help you to carry your things

1

Choose the correct form of the verb in brackets.

1. She suggested ____ (go) to the park.
2. They promised ____ (call) me later.
3. He was busy ____ (write) emails.
4. The doctor advised ____ (rest) for a few days.
5. I heard her ____ (sing) a beautiful song.
6. We prepared ____ (leave) early in the morning.
7. The teacher caught him ____ (cheat) on the test.
8. It is important ____ (follow) the rules.
9. The kids spent the afternoon ____ (play) outside.
10. He was the first ____ (finish) the race.

2

**Identify the type of verb (Action, State, or Both) in each sentence
Write A for Action, S for State, and B for Both.**

1. He owns a beautiful house. (____)
2. I like watching movies on weekends. (____)
3. She takes the bus to work every day. (____)
4. We think this is the right solution. (____)T
5. he cat seems tired. (____)
6. She laughed at the joke. (____)
7. He watches football matches every Saturday. (____)
8. They dislike loud music. (____)
9. I see a bird in the sky. (____)
10. We have a lot of homework today. (____).

3 Write five sentences using different non-finite verbs.

(One with a **gerund**, one with an **infinitive**, and one with a **participle**.) Gerund:

Infinitive: _____

Present Participle: _____

Past Participle: _____

Mixed usage: _____

4 Fill in the blanks with the correct non-finite form (infinitive, gerund, or past participle) of the verb in parentheses.

1. I love _____ (read) books in my free time.
2. _____ She enjoys ____ (swim) in the lake during the summer.
3. _____ They decided ____ (leave) early to avoid the traffic.
4. _____ He prefers ____ (work) from home on Fridays.
5. _____ After _ (eat) lunch, they went for a walk.
6. _____ The movie is worth ____ (watch).
7. _____ The children are excited about _ (go) to the zoo.
8. _____ He promised ____ (help) me with the project.
9. _____ (run) every morning keeps me healthy.
10. _____ I was surprised ____ (see) him at the party.

A Gerund

We can create gerund by adding –ing in the end of the verb. Gerund like a noun and function as subject or object in sentences. Example:

I like jogging.

Singing is my favorite hobby.

B

There are two types of verbs according to the meaning, action and state verbs. We do not add –ing in the end of the state verbs which describe feelings not action.

These verbs are: believe, belong, hate, have remember, know, like, love, mean, need, prefer, realise, seem, taste, think, understand, want.

Example: I love cake

not I am loving cake

But: I have a headache(describing a state

or I am having a lunch (describing action
=eating)

ACTION	BOTH	STATE
Tell	Think	Belong
run	Have	Own
choose		Dislike
eat		Hate
come		Like
take		Dislike
see		Seem
laugh		Prefer
watch		Need

Present Participle

Present participle is verbs which end with- ing

(Playwright William Shakespeare)

Past Participle

Example: People should follow a balanced diet to feel healthy.

Grown man was arrested by the police



1 Fill in the blanks with the correct non-finite verb form.

(Choose between **Gerund, Infinitive, or Participle.**)

1. I enjoy ____ (read) books in my free time.
2. She agreed ____ (help) with the project.
3. ____ (walk) in the morning is good for health.
4. The baby stopped ____ (cry) after a while.
5. I saw a man ____ (run) across the street.
6. We are planning ____ (go) to Paris next summer.
7. The ____ (bake) cookies smelled delicious.
8. She avoided ____ (speak) about the incident.
9. The newly ____ (build) bridge connects the two cities.
10. He was too tired ____ (continue) working.

2 Rewrite the sentences using a non-finite verb

Example: **He enjoys that he plays football. → He enjoys playing football.**

1. She was tired because she had worked all day.
2. I was happy that I passed the test.
3. They left the room after they finished their lunch.
4. She looked at the cake and wanted to eat it.
5. Since he was late, he ran to the station.

.....

.....

.....

.....

.....

3 Correct the errors in the following sentences.

1. I enjoy to swim in the ocean.
2. The finished project is look good.
3. She avoids to speak in public.
4. He saw a dog runs in the park.
5. The teacher advised to taking notes in class.
6. They are interested to learn more about history.
7. The kids are excited for going to the zoo tomorrow
8. He promised helping me with the project.

4 Exercise: Choose the correct non-finite form of the verb (infinitive, gerund, or past participle) to complete the sentence.

1. I can't imagine _____ (to travel / traveling) to another country without knowing the language.
2. She has promised _____ (to help / helping) me with the project.
3. The book is _____ (to read / reading) again because it's so interesting.
4. We need _____ (to fix / fixing) the car before the trip.
5. He was excited _____ (to see / seeing) his old friends at the party.
6. They finished _____ (to write / writing) the report just in time.
7. _____ (To speak / Speaking) in public makes her nervous.
8. I don't like _____ (to wait / waiting) in long lines.
9. The homework is _____ (to complete / completing) by the end of the week.
10. She enjoys _____ (to dance / dancing) at parties.

A

GENERAL

Relative clauses add extra information to sentences. This type of clauses are not essential. If they are removed, the independent sentence still are grammatically correct and keep the basic meaning.

To make a relative clauses we use relative pronouns such as *who, which, that, whom, whose, where*.

We know two types of relative clauses: defining and non-defining relative clauses

B B

Defining relative clauses

To identify a person or thing among the group we use defining relative clause.

If we do not use there may be a significant change in meaning. *Example:* The neighborhood that I had lived for three month was very quiet. Here the speaker is talking about the neighborhood that he lived in the past. *Note:* We do not use comma or parentheses to separate the defining relative clause.

To show the possessiveness it is used relative pronoun **whose**. We use this pronoun for both people and things.

Example: I am the girl whose car is red.

It is a car whose wheels are new.

Where is not only used to identify the location but also we may use it with the words situation, condition, case, example to show the feature.

Example : Later in this chapter we will introduce *cases* where consumer complaints have resulted in changes in the law.

C

Non-defining relative clause

Non-definite clauses are also called as non-essential clauses. This type of sentence gives extra information about somebody or something. If it is removed from the sentence there will be a little change. It lose a detail but actual meaning will be kept.

Example : My dad is going to meet his friends from university.

My dad, who graduated 40 years ago , is going to meet his friends from university.

Note: It should be separated from other part of the sentence by comma or parenthesis

we use all of or many of etc. to introduce the non-defining clauses

Example: There are 10 children in my class, many of whom are very smart.

We use who/whom for people and which for things.

D

Using "which" to refer to another clause

When we use relative pronoun *which* at the beginning of a non-defining relative clause can refer to whole information in the previous part of the sentence

Example:

Charos failed all her exams, which is sad.

When we add information about people, we generally prefer that (or no relative pronoun) as object in informal contexts rather than **who or whom**:

He's the man (that) I met at Aisha's party (rather than ... who / whom I met ...)

whom is very formal and rarely used in spoken English:

The boy whom Elena had shouted at smiled. (less formally that, no relative pronoun or who

1 Fill in the blanks with the correct relative pronoun (who, which, that, whose, where, when).

1. The book _____ I borrowed from the library was very interesting.
2. The girl _____ won the competition is my cousin.
3. That's the restaurant _____ we had dinner last night.
4. Do you know the boy _____ mother is a doctor?
5. 1999 was the year _____ we first met.
6. I met a man _____ can speak five languages fluently.
7. The movie _____ we watched yesterday was amazing.
8. This is the house _____ my parents got married.
9. The artist _____ paintings are very famous lives in Paris.
She is the only person _____ truly understands me.

2 Combine the sentences using a relative clause.

1. She bought a dress. The dress was very expensive.

→ _____

2. I have a friend. He is a professional photographer.

→ _____

3. We visited a museum. It has a collection of ancient artifacts.

→ _____

4. That is the school. I studied there when I was a child.

→ _____

5. The woman was very kind. She helped me find my lost dog.

→ _____

3 Exercise: Identify and underline the relative clause in each sentence.

1. The book that you gave me is very interesting.
2. The teacher who taught me in high school is retiring.
3. This is the place where we had our first date.
4. The student whose project won the prize is my best friend.
5. I remember the day when we first met.
6. The restaurant which we went to last night was fantastic.
7. The man who lives next door is a doctor.
8. The movie that we watched yesterday was really good.
9. This is the house where I grew up.
10. The person whose phone rang during the meeting was embarrassed.

4 Exercise: Complete the sentences with the correct relative clause.

1. The movie _____ we watched last night was amazing.
2. The park _____ I go for walks is very peaceful.
3. The artist _____ painting is displayed at the museum is famous.
4. The town _____ I was born is known for its beautiful scenery.
5. The day _____ we got engaged was unforgettable.
6. The singer _____ concert we attended last weekend was incredible.
7. The book _____ I borrowed from the library is due tomorrow.
8. The restaurant _____ we had dinner at last night was excellent.
9. The person _____ car was parked outside is my neighbor.

1 Mixed Tenses

Complete the sentences with the correct form of the verb in parentheses.

1. By the time you arrive, I _____ (finish) my homework.
2. She _____ (study) for three hours when her friends called her.
3. He _____ (already/see) that movie twice.
5. I _____ (live) in this city for 10 years next month.
4. If I _____ (know) about the party, I would have come earlier.
6. Right now, they _____ (play) basketball at the park.

2 Passive Voice

Rewrite the sentences in the passive voice.

1. They built the bridge in 2010.
2. The teacher is explaining the lesson right now.
3. Someone stole my car last night.
4. They will deliver the packages tomorrow.
5. People speak English in many countries.

3 Non-finite Forms of Verbs

Fill in the blanks with the correct non-finite form (infinitive, gerund, or past participle) of the verb in parentheses.

1. He enjoys _____ (read) books before bed.
2. I forgot _____ (lock) the door when I left.
3. She has decided _____ (go) to Paris next summer.
4. The book _____ (write) by a famous author was published last year.
5. I can't imagine _____ (live) without music.

4 Conditionals

Complete the sentences with the correct conditional form (Zero, First, Second, or Third).

1. If you _____ (be) here earlier, you would have seen the match.
2. If I _____ (win) the lottery, I would travel around the world.
3. If water _____ (freeze), it turns into ice.
4. If he _____ (study) harder, he could have passed the exam.
5. If it _____ (rain) tomorrow, I will stay home.

5 Relative Clauses

Combine the sentences using relative pronouns (who, whom, which, that, whose).

1. The woman is my teacher. She is standing over there.
2. The book is on the table. I borrowed it from the library.
3. I met the man. His son is in my class.
4. This is the restaurant. We had dinner there last night.
5. The movie was amazing. We watched it last weekend.

6 Education Vocabulary

Match the words to their definitions.

vocabulary	definition
Curriculum	A. The fee paid for instruction at a school or university.
Diploma	E. A formal talk given to a group of people, usually in a university or college setting.
Lecture	C. A certificate awarded to a student after successfully completing their studies.
Scholarship	D. A program or plan that outlines the subjects or courses to be studied in school.
Internship	E. A financial award that helps a student pay for their education.
Tuition	F. A period of work experience for a student to gain practical skills.

7 Work Vocabulary

Fill in the blanks with the appropriate word from the list below.

Manager/Developer/Meeting/Position/Nurse

1. She has been promoted to the position of _____ after working for five years in the company.
2. His work as a _____ requires him to create and maintain computer software programs.
3. The manager called a _____ to discuss the company's new policies.
4. The company offered him a _____ with a higher salary after his internship.
5. She works as a _____ in a hospital, helping patients during surgery.

8 Art & Theatre Vocabulary

Choose the correct word to complete the sentences.

1. The play received great reviews because of its brilliant _____ (acting/actress).
2. The _____ (director/script) of the play was famous for his unique style.
3. The theatre was packed, and the audience gave a standing _____ (performance/ovation) at the end.
4. She went to the _____ (gallery/stage) to view the new art exhibition.
5. He wrote a beautiful _____ (poem/script) that was later performed on stage.

9 Travel Vocabulary

Complete the sentences using the appropriate travel vocabulary.

1. We decided to book a _____ (flight/cruise) for our summer vacation.
2. The _____ (tourist/guide) showed us around the ancient ruins.
3. I forgot to pack my _____ (passport/guidebook), so I couldn't travel internationally.
4. The hotel had a beautiful _____ (pool/luggage) area by the beach.
5. We took a _____ (train/flight) to visit the next city on our travel itinerary.

10 Sports Vocabulary

Complete the sentences with the correct sports vocabulary.

1. He scored a _____ (goal/home run) during the match last night.
2. The athletes were preparing for the _____ (match/tournament) at the Olympic Games.
3. She plays tennis professionally, and her _____ (racket/helmet) is one of the best in the world.

Vocabulary Unit 1

1

1. bachelor's degree.
2. master's degree.
3. PhD.
4. undergraduate.
5. graduate.
6. postgraduate

2

1. Curriculum
2. lectures
3. tutorial
4. scholarship
5. dissertation
6. Exam
7. Master's degree
8. Professor

3

1. Learn the ropes: To understand the basic procedures and skills needed for a job or activity.

- Literal Meaning: Learning how to use ropes (e.g., in sailing or climbing). This refers to the practical, physical skill of handling ropes.

- Figurative Meaning: Learning the basics of something new, especially a job or a system. It implies becoming familiar with the rules, procedures, and unwritten customs.

- Original Sentence: "As a new intern, I spent the first few weeks learning the ropes of the company's software."

2. Back to the drawing board: To start again from the beginning because of failure or mistakes.

- Literal Meaning: To return to a drawing board to revise a plan or design. This is a literal action in the context of drafting or design work.

- Figurative Meaning: To restart a project or plan after it has failed. It suggests a return to the initial stages of planning and development.

- Original Sentence: "The prototype didn't work, so we're back to the drawing board to redesign the device."

3. Hit the books: To study hard.

- Literal Meaning: To physically strike books. This is nonsensical in a literal sense.

- Figurative Meaning: To study intensively and diligently. It suggests a dedicated period of concentrated study.

- Original Sentence: "With exams next week, I'm going to hit the books all weekend long."

4. Ace the exam: To get a perfect or near-perfect score on an exam.

- Literal Meaning: To get a top score in a card game. This is a literal reference to winning at cards.

- Figurative Meaning: To do exceptionally well on an exam, often implying a perfect or near-perfect score. This transfers the sense of skillful mastery from the game to academic performance.

- Original Sentence: "She aced the exam, scoring 100%."

4 Student answers are varied

1. False 2. True. 3 False. 4 True 5 false

Unit 2**1****1.1. To Assess:**

Definition: To make a judgment about the amount, number, or value of something; to evaluate or estimate. It implies a more systematic and objective evaluation than some of the other words.

- Example Sentences:

- Academic: "The researcher will assess the effectiveness of the new teaching method using pre- and post-tests."

- Informal: "Let's assess the situation before we make a decision."

- Formal: "A comprehensive assessment of the company's financial standing was conducted."

2. To Evaluate:

Definition: To form an idea of the amount, number, or value of something. This often involves weighing different factors and arriving at a conclusion.

Example Sentences:

- Academic: "The professor will evaluate the students' essays based on clarity, argumentation, and grammar."

- Informal: "I need to evaluate my options before deciding where to go to college."

- Formal: "The committee will evaluate the proposals and make a recommendation to the board."

3. To Judge:**Example Sentences:**

- Academic: "It's difficult to judge the long-term impact of this policy based on the available data." (Neutral)

- Informal: "Don't judge a book by its cover." (Negative, cautionary)

- Formal: "The jury will judge the defendant based on the presented evidence." (Neutral)

1. To Critique:

Definition: To express or write a detailed and usually critical analysis of something, typically a work of art, literature, or music.

2. To Appraise:

Definition: To estimate the monetary value of something; to assess the value or quality of something. It often focuses on the worth or merit of something.

Example Sentences:

- Academic: "The committee will appraise the submitted research proposals based on their originality and feasibility."

- Informal: "I need to appraise my house before selling it."

- Formal: "An independent valuer was hired to appraise the antique furniture."

2

Student answers are varied

3

1 J, 2 D, 3 A, 4. F, 5 H, 6 E, 7 B, 8 C, 9 I, 10 G

4

Student answers are varied

Unit 3**1**

1. Host family
2. Internship
3. enhance
4. broaden
5. adapt
6. cultural immersion
7. independent

2

1. Hotel
2. Guest house
3. Boutique hotel
4. Amenities

3

Student answers are varied

4

Student answers are varied

Unit 4**1**

1. Screenwriter
2. Cinematograph
3. Editor
4. Actors

2

1. Performance
2. comedic
3. directors
4. entertainers
5. productions
5. appearance

3

Student answers are varied

4

1. soundtrack
2. shot
3. special effects
4. critique
5. editor
6. genres
7. screenplay
8. review
9. cinematographer

5

1. take down
2. blocked out
3. brought down the house
4. run through
5. acting out

Unit 5**1**

1. exhibit
2. opening hours
3. gift shop
4. admission fee
5. interactive display
6. roaming exhibition
7. permanent collection (or collection, depending on context)
8. masterpiece

2

Student answers are varied

3

1. d
2. e
3. a
4. b
5. c
6. j
7. h
8. f
9. i
10. g

Unit 6

1

1. a
2. b
3. c
4. d
5. e
6. f

2

1. orchestra
2. vocalist
3. band
4. conductor
5. tour

3

- 1c) caught on
- 2 b) fell flat

Unit 7**1**

1. Baseball → C

Exercise 1: Matching

1. Tennis → A

2. Football → D

3. Basketball → B

4. Swimming → E

2**Exercise 2: Fill in the blanks**

1. Racquet

2. Shin guards

3. Basketball

4. Goggles

5. Stick

3**Exercise 3: Choose the correct verb**

1. Kick

2. Dunk

3. Serve

4. Dive

5. Sprint

Unit 8**1****Exercise 1: Matching**

1. Tennis → C

2. Ice hockey → E

3. Swimming → B

4. Gym workouts → D

5. Football → A

2**Exercise 2: Fill in the blanks**

1. Photography

2. Hiking

3. Tournament

4. Skiing

5. Sports

3**Exercise 3: Choose the correct verb**

1. Take up

2. Into

3. Warm up

4. Work out

5. Cool down

Exercise 4: Complete the sentences

1. Took up

2. Into

3. Works out

4. Warm up

5. Join in

6. Give up

Unit 9 Crime and Law

5. Traditional Media → E

1

- Fraud → E
- Arson → D
- Burglary → B
- Cybercrime → C
- Mugging → A

2**Fill in the blanks**

1. Judge
2. Sentenced
3. Bail
4. Break
5. Acquittal

3**Choose the correct verb**

1. Get away with
2. Broke the law
3. Turn himself in
4. Found
5. Appeal

Unit 10: Social Issues & Media**Exercise 1: Matching****1**

1. Social Media → B
2. Broadcast Media → A
3. Print Media → D
4. Digital Media → C

2

Fill in the blanks

1. Social media
2. Media bias
3. Fact-check
4. Went viral
5. Print

3

Choose the correct verb

1. Cover
2. Fact-check

4

Exercise 4: Matching Social Media Terms

1. Short-form video → A
2. Private message → B
3. Hashtag → C
4. Clickbait → D
5. FYP → E
6. Cancel culture → F
7. Troll → G
8. Collab → H
9. Algorithm → I
10. Shadowban → J

5

Fill in the blanks

1. Hashtag
2. Canceled
3. FYP
4. Clickbait
5. Reel
6. DMs
7. Shadowbanned
8. Engagement
9. Collab
10. Algorithm

Unit 11

1

Vocabulary in Context

(Target words in the passage)

- Hardware, Software, Peripheral, Cloud Computing, Networking, Bandwidth, Encryption, Install, Upgrade, Debug, Algorithm, Malware, Phishing, Firewall, Cloud Storage, Server

2

Exercise 2: Fill in the blanks

1. Racquet
2. Shin guards
3. Basketball
4. Goggles
5. Stick

3

Fill in the blanks

1. Install
2. Bandwidth
3. Cloud Computing
4. Firewall
5. Debug

Matching

4 Definitions

- | | |
|------------------------|------------------|
| 1. Hardware → A | 9. Algorithm → I |
| 2. Software → C | 10. Malware → J |
| 3. Peripheral → D | 11. Phishing → K |
| 4. Cloud Computing → B | 12. Firewall → L |
| 5. Networking → E | |
| 6. Bandwidth → F | |
| 7. Encryption → G | |
| 8. Debugging → H | |

5

: Buzzwords Matching

1. AI → F
2. ML → H
3. Blockchain → D
4. IoT → E
5. Big Data → G
6. Cloud Computing → C
7. Edge Computing → I
8. 5G → J
9. AR → A
10. Cybersecurity → B

Unit 12

1

Matching Acronyms

1. NASA → E
2. FBI → D
3. ASAP → C
4. CEO → G
5. NATO → F
6. CPU → A
7. RSVP → H

2

Fill in the blanks

1. Abbreviation
2. Acronym
3. Initialism
4. Digital
5. Texting
6. Acronym

3

Exercise 3: True or False

1. False
2. True
3. False
4. True
5. True

GRAMMAR Unit 1**1**

1. is rising
2. complains
3. is always complaining
4. is having
5. finds

2

1. passes / shoots / are attacking
2. arrives / is waiting / says
3. is playing / stands / starts

3

1. is being
2. are having
3. don't think
4. can't see / am seeing
5. has

4

1. have seen
2. have broken
3. knew / got
4. have been
5. saw
6. was / became

5

1. have solved
2. have you been doing
3. has bought
4. have you been swimming
5. have been looking
6. have you been waiting
7. have known
8. have been running
9. have never understood
10. have been playing

6

1. look / is looking
2. is appearing / appears
3. am thinking / think
4. feel / is feeling
5. is being / is
6. admire / am admiring
7. have / are having
8. weighs / is weighing
9. are measuring / measures
10. smells / is smelling

7

1. forever asking me for money
2. constantly criticizing my driving
3. continually changing your mind
4. forever moaning about your work

Unit 2**1**

1. was raining / came out
2. happened / came out / drove
3. was
4. broke / was skiing
5. looked out / were walking
6. passed
7. saw / stopped
8. did buy / bought
9. was sitting / stung
10. went

3

1. posted / realised / had written
2. had been
3. had already been walking
4. was walking / thought / had spent
5. had invited
6. had finished / started
7. had been calling
8. had already made / rose

ANSWER KEY

4

1. had already left
2. was walking
3. had not finished
4. had been studying
5. rode
6. had worked
7. had been waiting
8. had been reading
9. had never seen
10. had already eaten

5

1. used to
2. used to (would)
3. used to
4. used to (would)
5. used to
6. used to
7. used to (would)
8. used to (would)
9. used to
10. used to (would)

Unit 3

1

1. will get
2. will reach
3. will do
4. am going to
5. it will be
6. it is going to
7. are going to
8. am going to
9. will have
10. it is going to

2

1. are meeting up
2. is going to travel

3. is going to start
4. is playing
5. is going to spend
6. are going to get
7. is meeting
8. am going to
9. am visiting
10. am going to buy

3

1. A
2. C
3. A
4. B
5. C

4

1. will have finished
2. will be traveling
3. will have been working
4. will be waiting
5. will have finished
6. will be flying
7. will have completed
8. will have eaten
9. will be living
10. will have read

5

1. correct
2. will be having
3. correct
4. will have been studying
5. will be working

6

1. By next summer, we **will have moved** to a new house.
2. By 8 p.m. tonight, I **will have completed** the assignment.

ANSWER KEY

3. At this time next year, she **will be traveling** around Europe.
4. In two weeks, they **will have finished** the construction.
5. By next Friday, I **will have been working** here for five years.

7

1. C
2. B
3. D

Unit 4

1

1. eats
2. will
3. gets tired
4. is
5. get burned
6. does not start
7. turns
8. snows / will build

2

1. were / would live
2. can pass / will graduate
3. tells / get
4. won / would spend
5. does not come / will not attend
6. happens / shake
7. would join / were not
8. would do / became
9. would do / finished
10. would do / found

4

1. E
2. C
3. A

4. G
5. D
6. B
7. F

5

1. he could have bought
2. you had said
3. if you had told
4. we would (could, might) have
5. had listened
6. have got an interview
7. gone to the party if you hadn't persuaded
8. have waited for her

6

1. C
2. A
3. C
4. A
5. B

7

1. B
2. B
3. A
4. C
5. C

8

1. hope
2. hope
3. wish
4. hope
5. wish
6. wish
7. hope
8. wish
9. wish
10. hope

Revision Units 1, 2, 3, 4

3. would

1

1. often gets up
2. Do you speak
3. I've already bought
4. I've ever had
5. works/does work
6. has never eaten
7. Sean has/Sean's already booked
8. Does Carlo need

2

1. B
2. C
3. C
4. D
5. A
6. C
7. A
8. B
9. A
10. A

3

1. were you going
2. Did you enjoy
3. was always taking
4. did not/didn't have
5. went
6. became
7. was working
8. heard
9. appeared
10. threw

4

1. used to
2. get

4. used to
5. playing
6. use to
7. getting
8. used to

5

1. ✓
2. You're going to
3. I'll
4. ✓
5. Shall/Can
6. ✓
7. Will/Would/Could/Can you
8. ✓ we're going to try/we're trying/to try
9. ✓
10. ✓
11. ✓
12. Are you going to/Are you going to go to

6

1. C
2. B
3. B
4. A
5. D
6. C
7. A

7

1. B
2. D
3. C
4. A
5. D
6. A
7. C
8. C

9. A

10. D

8

1. you'd done

2. wouldn't be standing/we'd brought

3. hadn't stayed up/wouldn't be
feeling/feel/have felt

4. I'd be/hadn't helped/weren't
helping

5. I would have/I'd have recorded the
match last night

6. I'd have asked/didn't already have

7. didn't live/wouldn't have been

8. wouldn't have needed/was/were

9. Would you have got/hadn't offered

10. had/would you have retired

Unit 5**1**

1. are produced
2. is being made
3. can be found
4. are not allowed
5. will be announced
6. were presented
7. were published

2

1. was created
2. was invented
3. was written
4. was made
5. was sung
6. was directed

3

1. must be enforced
3. could be seen
4. may be completed
5. must be signed
6. could have been made
7. should have been sent
8. ought to be planted
9. might have been built
10. has to be solved

Unit 6**2**

1. was stolen
2. was started
3. was triggered
4. had already escaped
5. were found
6. was discovered
7. was given
8. was arrested
9. were carried out
10. will be recovered

Unit 7**1**

1. going
2. to call
3. writing
4. resting
5. sing
6. to leave
7. cheating
8. to follow
9. playing
10. to finish

2

1. owns – S
2. like – S
3. takes – A
4. think – S
5. seems – S
6. laughed – A
7. watches – A
8. dislike – S
9. see – B
10. have – B

Unit 8

1

1. reading
2. to help
3. Walking
4. crying
5. running
6. to go
7. baked
8. speaking
9. built
10. to continue

2

- She was tired from working all day.
- I was happy to pass the test.
- They left the room after finishing their lunch.
- Looking at the cake, she wanted to eat it.
- Being late, he ran to the station.

3

1. I enjoy swimming in the ocean.
2. The finished project looks good.
4. He saw a dog running in the park.
3. She avoids speaking in public.
5. The teacher advised taking notes in class.

Unit 9

2

1. hat
2. who
3. where
4. whose
5. when
6. who
7. that
8. where
9. whose, who

2

1. She bought a dress that was very expensive.
2. I have a friend who is a professional photographer.
3. We visited a museum which has a collection of ancient artifacts.
4. That is the school where I studied when I was a child.
5. The woman who helped me find my lost dog was very kind.

3

1. that you gave me
2. who taught me in high school
3. where we had our first date
4. whose project won the prize
5. when we first met

Revision**1****Mixed Tenses**

1. will have finished
2. had been studying
3. has already seen
4. had known
5. will have lived
6. are playing

2**Conditionals**

1. had been
2. won
3. freezes
4. had studied
5. rains

3**Passive Voice**

1. The bridge was built in 2010.
2. The lesson is being explained by the teacher right now.
3. My car was stolen last night.
4. The packages will be delivered tomorrow.
5. English is spoken in many countries.

4**Non-finite Forms of Verbs**

1. reading
2. to lock
3. to go
4. written
5. Living

5

- The woman **who** is standing over there is my teacher.
- The book **that** I borrowed from the library is on the table.
- I met the man **whose** son is in my class.
- This is the restaurant **where** we had dinner last night.
- The movie **that** we watched last weekend was amazing.

Revision 10

1

Education Vocabulary

1. Curriculum → D
2. Diploma → C
3. Lecture → B
4. Scholarship → E
5. Internship → F
6. Tuition → A

Sports Vocabulary

1. racket
2. goal
3. tournament

2

Work Vocabulary

1. manager
 2. developer
 3. meeting
 4. position
- Nurse

3

Art & Theatre Vocabulary

1. acting
2. director
3. ovation
4. Gallery

4

Travel Vocabulary

2. guide
3. passport
4. pool
5. train
6. script

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